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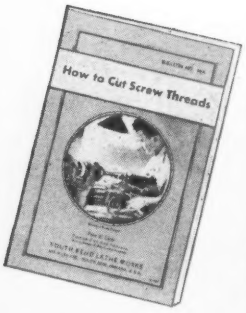

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The Cover

When the cherry trees bloom in Washington, another spring is heralded across the nation. It is significant, in this atomic era, that the Japanese cherry blossoms in the nation's capital are as well loved as when the trees were planted and that their radiant beauty still promises world understanding and good will. —*GHF*

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This cooperative student of Harriet Whitney Vocational High School, Toledo, does alteration work at LaSalle & Koch Co.

WOMEN'S WORK IS IN INTERESTING PLACES

By Ethel Wooden

Principal, Whitney Vocational High School, Toledo, Ohio

VOCATIONAL-TECHNICAL COURSES for girls and women have been slow in growth, but as "Janie comes marching home" from war there is an acceleration in sight. Women entered industrial employment by the millions from 1940 to 1945. They know there are jobs for women in industry and they know that thorough training will help them get, and make good on, those jobs.

There are several difficult factors involved in the establishment of courses for women and girls.

First, few women's trades have lent themselves to apprenticeship systems. Preparation for work has not been as well worked out as for comparable men's trades where apprenticeship prevails. Second, employers of women have not recognized the value of training. Hiring has been on a hit-and-miss basis with trial and error the means of selection, and housewives the potential labor pool from which employers drew as need arose.

Too many parents consider education as a means of exit from work for their children. For girls, only the "white collar trades" have been acceptable and respectable. The basic trades lost appeal because of this lack of respect for joy in doing.

Several "anti-forces" present themselves immedi-

At St. Vincent's Hospital, Toledo, cooperative students learn institutional service on the job in the Pediatric Department.

ately upon the establishment of trade and technical courses for girls on the high school level. One of the difficulties is the development of status in the community for the training program. Employers must give more than lip service to the need for training. Cooperative employment as they offer it must carry on with skills where the school leaves off and students must be assured of advancement on the job. Development of correct student attitudes toward trade employment is vital. To this end an energetic, well-trained coordinator who has the respect of employers, labor, and educational groups is the answer.

A study of the community to determine occupations for which trained help is inadequate is the only basis for establishing training schools. In the past these have been the traditional lines—food, needle trades, office practice on a cooperative basis, and adaptations of home skills to employment.

In 1938, when preparation for needle trades was established in Toledo, a store manager was obliged to retire the head of his alteration department on social security. He could locate no woman in the 30 and 40-year age groups who met the job requirements. Today he has two understudies for the job from graduates in the needle trades in the 20-year age group. They work under a students' agreement with the union. Labor, the school, and employer worked together to fill a recognized need.

In the last two decades increased attention to personal care and grooming have led to a well-organized trade training program in this field. Interestingly enough, this newest trade has developed legal controls

As part of her training for the needle trades, this student operates a power machine part-time at Clean Wear Service Co.

Standardization of recipes and food costs are learned through experience at Buddie's Box Lunch and Industrial Cafeterias.

Institutional service being best learned on the job, this cooperative student enjoys her part-time work at a child center, in this case the Adams Street Mission Day Nursery.

over hours of training, apprenticeship conditions, and state examinations beyond that of older trades.

Technical and trade schools for women's occupations also have met a need for trained workers on a semi-professional level. Today jobs are waiting in almost any community where educational authorities see the vision, establish schools, and ferret out this type of employment.

Most communities are waiting for such a program for girls and women. Teachers and administrators with imagination to develop the program, to locate jobs worthy of the preparation required, and to secure the cooperation of community agencies, will find a field ripe for the reaping.

Women's work is in interesting places.

What To Do and How To Do It

Survey community employers and labor organizations to determine areas of training.

Establish a program of student selection so that the product is placeable.

Build school programs of trade preparation that approach industrial situations. Cook real orders, sew real clothing, sell real products. Make such shops at least partially self-supporting.

Keep the training flexible to meet current needs.

Train a teaching staff to have respect for all kinds of work. Make each instructor feel that her shop, her students, her related work contributes to the success of the whole.

Develop a program of coordination with proper recognition for labor, employer, and worker. Produce such competent students that employers realize they are hiring a superior product in both attitude and skill, and not just another juvenile worker.

Work with the employer on promotional possibilities for each student.

Organize a curriculum based on growth in skills, written and oral expression, understanding of democratic principles, and cooperative attitudes and health practices.

Cooperation With Community Agencies

Remember that a worker needs recreational interests as well as job placement. Develop an outstanding recreational program in cooperation with local agencies.

Integrate the entire process into community activities. Use community agencies to provide training, with the product returned to the agency for disposal. Cut garments for Russian Relief, sew children's clothing for the Old Newsboys, make tea sandwiches for the Zontians and Business and Professional Women's parties, cut hair at the Orphan's Home.

Develop a respect for "culture," use the local Art Museum, present English students in book reviews, take part in school forums with academic schools.

LOS ANGELES COUNTY AGRICULTURE DOESN'T FIT TRADITIONAL PATTERN

PAYROLL . . .

+

FOOD PRODUCTION

By Harold O. Wilson

Regional Supervisor
Agricultural Education, California

LOS ANGELES COUNTY, Calif., may soon become one of the nation's most interesting demonstration areas for the part-time farmer whose principal livelihood is from industrial employment in manufacturing plants. Agricultural education must play an important part if the "payroll plus food production" program is to be successful.

Los Angeles County produces the greatest dollar value of agricultural products of any county in the nation. These commodities include $175,000,000 worth of 26 specialty crops such as oranges, spinach, avocados, celery, and table grapes. Dairying is a vast industry carried on by crowding 50 to 100 cows on a five-acre lot, having no pasture, raising no calves—just a huge milk factory. One poultry unit has more than a million birds.

The county is a peculiar combination of large commercial enterprises and small tracts. Of the 3,500,000 persons in the county, hundreds of thousands live on tracts of from one-half to three acres.

Thus far, however, there have been few agricultural guideposts. What is the proper size of tract? How many kinds of home fruit trees should the part-time farmer have? Should each family keep a cow? What about pigs, rabbits, chickens, turkeys, ducks? Thousands of these small-tract owners now have pleasure-riding horses. Can a peacetime economy support such a luxury?

The conventional view of vocational education in agriculture does not fit this picture. There are six departments of vocational agriculture in the Los Angeles metropolitan school system, all of them in the outlying area of this city which is 45 miles across and takes in 450 square miles. Six more departments are located in separate cities and towns of the county.

In spite of an increasing industrial population, Los Angeles county and city are definitely agriculturally minded. The people are always close to some farm production. The bulk of the population have migrated from the midwest and southwest farming areas. Agricultural fairs and livestock shows draw immense crowds, the Los Angeles county fair having a total attendance of 750,000 persons, or more than the state fair.

There you have the situation: an area with hundreds of thousands of persons living on tracts capable of producing a considerable share of the home food supply, ample irrigation water, reasonably good soil, and a propitious climate for outdoor living and farming virtually 365 days out of the year.

Land prices are, of course, very high. The part-time farmer must either produce intensively, as with berries, poultry, rabbits, or specialty truck crops, or write off the inflated price for the aesthetic value of living out in the "San Fernando Valley" or other similar area. This deals another blow at the conventional formula of agricultural education which envisions a sensible economic base.

The Los Angeles board of education recently purchased 400 acres of unimproved land and plans to develop an agricultural school there to supplement the vocational agriculture in six of its high schools and general agriculture in 30 others. One high school, Van Nuys, owns a "commercial acre" demonstration unit.

RELATIONSHIPS Can Be TRYING

A Description of a Teacher Education Workshop in Human Relationships

By Ruth Sneed
University of Kentucky
Lexington

A committee of teachers and staff are pre-planning for the human relationships workshop at the University of Kentucky.

PLANS for teaching family relationships, personality development, use of leisure time, and preparation for marriage were formulated by home economics teachers in the Human Relations and Child Care and Guidance Workshop held at the University of Kentucky.

Ethel L. Parker, head of home economics education, University of Kentucky, directed this workshop, and Mrs. Rebecca Nelson, from the Family Life Education Program in Toledo, Ohio, was secured as the consultant. Other members of the home economics education staff of the University and the State Department of Education assisted. Each teacher who attended the workshop made plans for teaching certain parts of the various phases of human relationships.

The workshop lasted for two and one-half weeks. At the beginning a planning meeting was held at which each teacher had an opportunity to list some of the problems she was having personally and in teaching relationships. These problems were organized into topics for discussion by a planning committee consisting of class members and a staff member. There were round-table discussions, panel discussions, lectures and forums on the topics outlined by the planning committee during a two-hour period at the beginning of each day for the entire group. Some of these topics were: enriching the personal life of the teacher, use of community resources in teaching relationships, counseling and guidance, the role of the wife in the home, recreation in the home, money management in the home, understanding people of different backgrounds and experiences, the difference in child care, child guidance, and child development. The remainder of the day was spent in reading, making plans, and having conferences with members of the staff.

Nine district conferences were held in the fall throughout the state as a follow-up of this workshop, giving further help on the teaching of relationship subjects to high school girls, adults, and out-of-school girls. These conferences were conducted by one person from the State Department of Education and one from the home economics education department of the University. Much of the material prepared by the teachers in the workshop was incorporated in bulletins which were used in these conferences.

Before the end of the school year each teacher is to write up the best unit she taught in relationships this year. This unit write-up will be sent to Mary Lois Williamson, state supervisor, and these reports of objectives, experiences, references, and evaluative devices will be used in the course of study which is in the process of revision.

The work done in the workshop in child care and guidance was a continuation of work started by district conferences with teachers last year. As a result of last year's teaching, it was decided to continue to give emphasis to child care and guidance. Help was given in the workshop and about half the group planned units for teaching child care and guidance in Home Economics I, II, III, or IV. The reports of good work done last year were included with the units in a bulletin which has been sent to all teachers. The results of this work also will become a part of the revised course of study in homemaking.

Oregon Has an Industrial Arts Teacher-Training Program that Serves Large Area West of Rockies

Regional Teacher-Training

By George B. Cox

Director of Industrial Arts and Industrial Engineering
Oregon State College

THE Oregon program of teacher education for industrial arts is appropriate for application in the rural areas and small towns as well as in the larger cities for the program serves the entire region west of the Rocky Mountains, including Canada, Alaska, and Hawaii. Quite a few students come from the mid-western states, and a number of graduates have been placed outside the primary area.

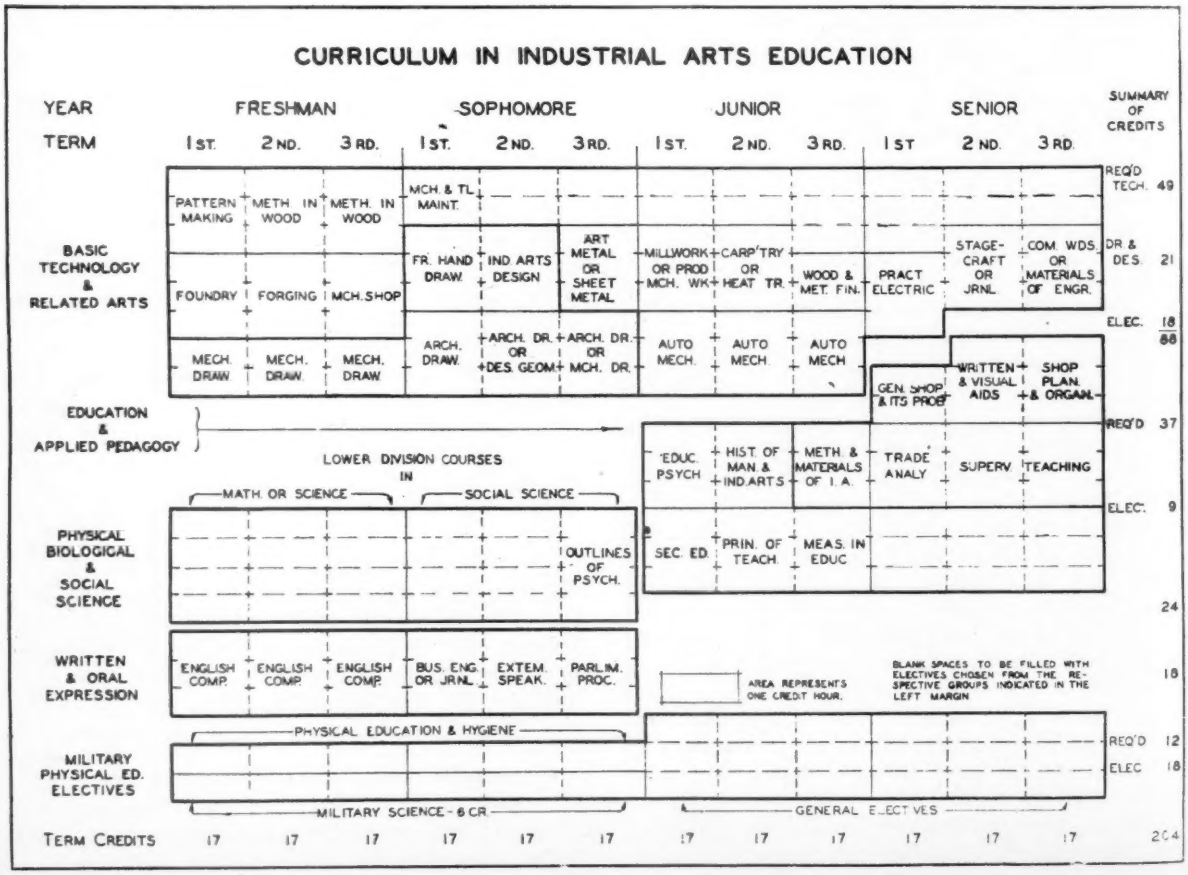
To meet the extreme variety of rural, small town, and metropolitan conditions, teacher-education program embraces three intensities of training, with provisions in each for a degree of variation due to personal interests. These three intensities of training, labeled by terms in common usage are: "Minor" Program—24 credits in technical subject matter, plus six credits in professional methods courses; "Major" Program—36 credits in technical subject matter, plus 11 credits in professional methods courses; and "Professional" Program—88 credits in technical subject matter, plus 14 credits in professional courses.

A "credit" refers to a term-hour of credit. (All schools in the Oregon State System of Higher Education operate on the term or "quarter" basis.) In addition to the credits for technical and professional subjects, each candidate for a degree or a certificate to teach in the secondary schools must complete professional courses in education and psychology, including general methods in secondary education, educational psychology, and principles of teaching; also the usual college requirements in mathematics and/or science; and for the secondary certificate, every candidate must complete 24 credits each in the social science and English-speech groups.

Five Major Areas in Curriculum

The professional curriculum is made up of five major areas. The first of these groups, "technical subject matter," includes courses in the basic technology of industrial arts and specific subjects closely related. The number of credits for each subject is indicated by the area within the space for that subject. Areas not specifically labeled are for electives to be selected from subjects within the major areas in which the elective

(Continued on page 37)



Boys as well as girls learn to test textiles, as in this Boys Home Problems class, Teachers College H.S., Univ. of Nebraska

Double Majors in Homemaking?

NEBRASKA STUDY SHOWS SOME ACTUALLY REMAIN LONGER IN VOCATIONAL TEACHING

By Florence Corbin

Head, Vocational Homemaking Education Division, University of Nebraska

NEBRASKA, like other states, has had an acute shortage of vocational homemaking teachers. Some departments were forced to close and an increasing number of teachers have been granted temporary approval.

The University is the institution approved by the State Board of Vocational Education to prepare vocational teachers. Data were collected to determine to what extent the graduates accepted positions in Nebraska high schools.

The teacher turnover has been high. An effort was made to determine how long vocational teachers taught and the positions for which they left teaching.

Some students qualify for double majors. Since the cost of preparing teachers is high, it seemed desirable to determine whether "double majors" rendered as many years of service as single majors.

Ten Year Study

The study included students who graduated from the University of Nebraska from 1934 to 1944 inclusive, with a major in vocational homemaking education. A limited amount of data were also collected about students who did not fully qualify for the Vocational Education Certificate but who met the state requirements to teach in Nebraska high schools.

The study showed that over this 11-year period there were 642 students who graduated in home economics or an average of slightly over 58 graduates each year. The number ranged from a low of 32 in 1934 to a high of 93 in 1942. The wide variance was probably influenced by the fact that the period studied included some of the graduates who entered the University during the depression years.

Practically 57 per cent of the graduates took the teacher education courses, but only slightly over 44 per cent met the requirements for the Vocational Education Certificate.

Each year there were some students who qualified for a double major. One-third of the vocational majors and approximately one-eighth of the non-vocational group were double majors.

Extension, foods and nutrition, textiles and clothing, child development, and institution administration were all represented but the number in any field other than extension were so limited as to be relatively unimportant. None of the students with double majors in foods and nutrition or in institution administration taught after graduation. The double majors in child development and over half the textile and clothing majors accepted teaching positions.

Extension Most Important

Practically 30 per cent of the vocational and 11 per cent of the non-vocational majors had a double major with extension. The popularity of the double major with extension is probably accounted for by the fact that the requirements for the two majors are so similar that it is relatively easy to plan to qualify for both. Another reason is that the extension service desires that its employees have teaching experience or its equivalent before accepting an extension position. Since only the more mature students have experience which would be considered the equivalent of teaching, they are the only ones who do not plan to prepare themselves for teaching also.

The University of Nebraska is particularly interested in the extent to which the needs of the high schools are being met by the graduates. The first year following graduation 81.22 per cent of the vocational majors accepted teaching positions; of these 7.73 per cent accepted positions outside Nebraska, 65.37 per cent accepted positions in Nebraska vocational departments, and 8.12 per cent in Nebraska non-vocational departments. Marriage claimed 7.77 per cent, and extension took 3.18 per cent.

Teaching Careers Short

The vocational majors who accepted positions in the Nebraska vocational departments rendered relatively few years of service. Approximateiy 39 per cent taught one year only, approximately 27 per cent taught two years, approximately 18 per cent stopped after three years service, and approximately seven per cent stopped after four and five years of teaching.

Fewer of the graduates with a double major with extension taught the first year following graduation than those without. There was evidence, however, to show that those with the double major with extension remained in teaching longer than those who did

Home furnishing unit at the Stanton teacher-training center, University of Nebraska's vocational homemaking department.

not have the double major. In no single year did less than one-third of those with a double major with extension accept positions in Nebraska vocational departments. Some years 100 per cent accepted such positions and the average over the 11-year period was 63 per cent.

The largest number left teaching to be married: 19.35 per cent at the end of the first year, 12.7 per cent at the end of the second, and 7.8 per cent at the end of the third. Relatively few left teaching to be married after the third year.

Relatively few left teaching to accept positions with the extension service: only 2.76 per cent left to accept such positions after one year of teaching, and two per cent after two years of teaching. Only one of the 84 double majors included in this study left extension work to accept a teaching position.

A few teachers who left the profession for marriage later returned to teaching. This was particularly true during the war years. Only one who married did any adult education work.

Almost one-fourth of the non-vocational majors received temporary approval to teach in Nebraska vocational departments because of the extreme teacher shortage.

Conclusions

As a result of this study the following conclusions were drawn:

The facilities of the home economics department of the University are not being fully utilized. Efforts should be made to recruit more students.

More of the students enrolled in home economics should be encouraged to take the vocational major. Care should be exercised, however, to encourage only those students with the mental and personal qualifications which would seem to contribute to success in teaching. As new students are recruited they should be made cognizant of the opportunities and satisfactions available to them if they elect the vocational homemaking education major.

Double majors of vocational education with extension, child development, and textiles and clothing should be encouraged. Double majors with foods and nutrition or institution administration should be discouraged.

Greater effort should be made to have the vocational majors accept positions in Nebraska. Effort should also be made to have them accept positions in vocational departments rather than in non-vocational which may be filled by graduates from other Nebraska colleges which do not offer the vocational homemaking education major.

The teaching profession should be made more satisfying in order to compete more favorably with the offerings of other types of positions.

Since no barrier against the employment of married teachers exists at the present time, an effort should be made against its return in the future.

There should be a definite attempt made to secure the services of married graduates in working with adult groups.

All qualified vocational homemaking teachers should be urged to return to teaching.

Teachers who are not fully qualified for the vocational certificate should be urged to complete their requirements at once in order to relieve the shortage of teachers in the vocational homemaking departments.

Parents Talk of Dating Problems and Girls Listen

By Letha McDill, *Homemaking Teacher, Downs, Kansas*

What time should a girl be in when on a date, and when on other occasions?

Should a high school girl "go steady"?

At what age should girls begin dating?

Should you go with a boy when you know you aren't his first choice?

Should girls pair off in groups?

How should girls act when out with a crowd?

What is the correct way to accept or refuse a date?

How many nights a week should a girl be out?

What should a girl do if a boy she likes asks her for a date and her parents do not want her to date him?

What should you do if you hear something from another girl that someone has said about you?

What do parents think about school dances and Thursday night dances? If not approved, what suggestions can be made?

Do parents think that you should entertain in the home or go out for entertainment?

These are real problems to girls who are growing up and at Downs, Kansas, High School, girls and their mothers "got together" and found some solutions.

Mothers were invited to conduct and participate in a round table discussion of these perplexities. Girls were the audience. They heard, first hand, of "what we did when we were young," and of problems with "our parents." A better understanding of the viewpoint of parents, who want to depend upon their children, resulted. Similar discussions on other questions are now planned.

New *PLANS*—

PROGRAMS—

BUILDINGS

for Vocational Education

California: Vocational education is being coordinated on all levels in California with the establishment of an advisory council representing the five vocational teacher groups. The advisory council has already published two issues of *The Golden State Vocational Observer,* the second issue of which went to 5,600 vocational teachers and administrators. The council consists of the president and two members each from the groups representing agriculture, trades and industries, homemaking, business and distributive occupations, and occupational information and guidance. The chairman is Virgil Volla, Los Angeles, from the trade and industrial education group. Arthur J. Godfrey, San Luis Obispo, vice president of the state agriculture teaching group, is editor of the publication.

California is establishing chapters of the Future Homemakers of America according to Bertha Akin, chief of the State Bureau of Homemaking Education. Cora Price, regional supervisor of homemaking education for the central portion of California, has been named state advisor for the girls' organization.

Nebraska: Coordinators of Part-Time Cooperative Diversified Occupations Training Programs are reviewing their local problems and compiling data which will become a coordinator's handbook to be used in the state of Nebraska. The conference group consists of Eldon Miller, Fairbury; Einer Toft, Grand Island; Robert Cole, Kearney; Floyd Roberts, Kearney; Glen E. Dorsey, Lincoln; Russell Sautter, McCook; Ivan W. Wilson, Ogallala; George T. Baggs, Omaha; Burrell E. Evans, Plattsmouth; Ray Maley, Sidney; and Howard Gorham, state supervisor.

The Nebraska State Managers Association of Rural Electric Cooperatives, in cooperation with the State Department of Vocational Education, has approved a plan for on-the-job safety training for power linemen. The program started November 1, 1945, with W. H. Able working as circuit instructor.

Kansas: The Board of Education at Wichita has approved the building of a vocational technical high school at a cost exceeding $1,500,000. The site and architect have been selected. Advisory committees composed of business, industrial, labor, and educational groups are now engaged in working on the curriculum. The date for voting on the bond issue has not been set. In addition to making plans for the vocational technical high school, the committees are at work on an improvement plan for industrial arts in the present school program. Renewed emphasis is to be placed on pre-vocational training for all students.—*Kansas Vocational Education Newsletter.*

Virginia: Refresher courses of two weeks' duration are offered each month at the Virginia Polytechnic Institute to meet the needs of returning veterans who will resume their positions as teachers of agriculture. Emphasis is given to new developments in the subject matter fields and in professional methods. Students who have taken the courses report that they are valuable in helping them to become reorientated.

New York: The state organization of Future Homemakers of America was organized at Cornell University, Ithaca, on January 11 and 12. Nellie Buckey, student club adviser, assisted in the organization. Hazel Frost, national club adviser, also attended the meeting and discussed the national organization. Forty-five clubs in the state have joined and 20 of these were represented at the founding meeting. Treva E. Kauffman, acting chief of the Bureau of Home Economics Education, spoke to the group on the function of Future Homemakers of America in the New York State home economics program.

A new adult education program in homemaking is developing in New York City through City College and the Bureau of Home Economics Education. Five home economics teachers and counselors have been employed to organize and teach classes in adult homemaking to women in the housing projects of New York City. A well rounded homemaking program is offered. Classes are held in the homes or in the recreation centers. A number of women are interested in meal planning, nutrition, child care, clothing, renovation, consumer buying, home furnishings, slip cover making, home management, budgeting, and applied art in the homes. Treva E. Kauffman of the Bureau of Home Economics Education has been adviser with Walter Knittle, director of adult education in City College, New York, on organization of these classes.

Ohio: Future Retailers of Ohio, a group of distributive education students, held their second annual convention in Columbus, elected officers, and planned regional meetings to be held this spring. President is Bob Caughron, East Akron. Future Retailers clubs now are in operation in 27 Ohio cities, through the cooperation of retail merchants and the distributive education coordinators of the state. Marguerite M. Loos is state supervisor of distributive education and has been instrumental in promoting the clubs and in efforts to interest high type students in enrolling for retailing courses.

Tennessee: A. D. Albright, state supervisor of distributive education in Tennessee, has conducted eight sales executive personnel institutes for major sales executives in Knoxville, Morristown, Nashville, Memphis, and Chattanooga in Tennessee and in Asheville, N. C. The institutes are directed toward rebuilding and improving the sales function in the distributive businesses in which the members are engaged. Procedures and techniques are stressed rather than the details of marketing any given product.

TEXAS DRUG STORES PROVIDE TRAINING TAILORED TO FIT PEACETIME BUSINESS

Training and merchandising staff meets at Texas store level to fix policy of service and quality

The Customer is RIGHT Once More

By Rae E. Skillern

President, Skillern Drug Stores, Dallas, Texas

SKILLERN DRUG STORES have grown from one store in 1885 to 27 now serving metropolitan Dallas. Selling in all that is implied in courteous, efficient, intelligent service from the salesperson to the customer is the first concern in returning to peacetime business. To counteract the trend of indifferent ordertaking resulting from constant turnover of help and merchandise shortages in war years, this organization has started from scratch to rebuild its selling and service standards. As a climax to 60 years in business, J. C. Oliver, vice president and personnel manager, has compiled a manual which embodies the policies and procedures developed by this organization. This is given each new employee as introduction to the stores, and is used for retraining present employees.

Before going to print with the booklet it was given a tryout at a series of six sales meetings for the entire salesforce. A staff member of the distributive education service of the State Board for Vocational Education, through the Extension Division of the University of Texas and in cooperation with the Dallas Board of Education, conducted the series.

For this training, candy and cigar salespeople and cosmetic and general drug salespeople met in two sections on alternating days on company time at the general office. Six sessions of an hour and one-half each were held for each of the four groups, at which fundamentals of courtesy and good selling were discussed. From a study of the manual the instructor was able to tailor these meetings to fit the specific needs and purposes of the organization.

Experiences were exchanged on ways of maintaining courtesy, the importance of the friendly greeting, and of giving helpful suggestions. Newer salespeople listened with profit to those of longer employment who revealed the "know-how" of selling new, companionate, or additional items as a complete service to customers after satisfying their original requests.

Executive training is also included in plans for revitalizing the sales organization. Fountain supervisors have been given the 10-hour course, *How to Train an Employee,* by the food service specialist of the University of Texas distributive staff. This course was designed to expedite on-the-job training for new employees, as applied to a department which has suffered greatest turnover. *How to Supervise Employees,* a course in supervisory techniques and personnel relations, began early in January for store managers, assistants, and other company executives dealing with employees.

Foremost in this philosophy of enlightened personnel policies has been the aim to provide pleasant working conditions; incentives and rewards for loyal, efficient service; opportunity for increased earnings and advancement; a credit union; hospitalization with surgical benefits; paid vacations which increase in length of time in proportion to length of employment; old age and family protection through group life insurance; employee pension and profit sharing trusts. The business is owned by the Skillern family and its company employees, who are given opportunity to buy stock after proving themselves deserving.

CONNECTICUT REGIONAL SCHOOLS OPERATE HOME STUDY COURSE IN MATHEMATICS

MATHEMATICS DELIVERED

By Joseph T. Nerden

Supervisor, Audio-Visual Aids Service, Bureau of Vocational Education, Connecticut

DURING the war years of 1942 and early 1943, the need for home study courses in trade-related and technical subjects, to be operated by the individual administrators of trade and industrial education in the various North Atlantic states, seemed to be current and on the increase. New York and New Jersey studied this need preparatory to actual preparation of home study materials and subsequent distribution to applicants. In Connecticut, it was decided to select a single trade-related subject (machine mathematics) and to develop the home study material necessary, together with a definite pattern for subsequent home study materials.

In the Bureau of Vocational Education it was generally agreed that the home study material to be written would be designed for: (1) The use of men and women engaged in the machine trades, who were unable to reach a school for instruction at an hour when the school was in session; (2) Connecticut men in the Armed Services, either in this country or abroad, who could profit by a correspondence course in applied mathematics, and which they could use toward advancement in some specified classification of the Armed Services or for advancement in a peacetime pursuit after the cessation of hostilities; (3) vocational-technical schools where classes still are operated on an individual instruction basis and where prepared home study materials specifically designed for youth in schools of this type can be used efficiently; and (4) in the part-time trade extension work, since these part-time students attend classes in the school for only a four or an eight-hour period of time.

Home Study Aid to Machine Trades

At the present time, practically all Connecticut's vocational-technical schools are using the new Home Study Course in Mathematics for the Machine Trades as a valuable adjunct to the materials which were prepared formerly. In the near future, when classes again reach peak numbers, materials of the sort produced in Connecticut for home study purposes will undoubtedly prove to be time savers for instructors, in addition to being a valuable instructional medium and reference for students.

The need for assigned home study becomes imperative in part-time trade extension work, particularly since an increasing amount of new technical information is given to these employed students.

It was apparent from the start that a project as extensive as this new field would require the services of several persons qualified to write, edit material, to illustrate the text, and to prepare the format. The "Mathematics Curriculum Materials Committee," an organization of vocational-technical school teachers in the state's employ and under the supervision of the Bureau of Vocational Education, was called late in 1942 and asked to prepare the pattern from which units in the home study course could be written and with which subsequent productions might be compared.

Method of Preparing Instruction Units

The committee decided that a complete and detailed description of the mathematical processes should be included in the units of instruction, written in the terms which a vocational-technical school student could understand. Therefore, each sample problem or example contained in the instructional material was confined to situations common to the trade itself. This is a new departure in the field of mathematics for the trade and industrial areas. It was also thought at that time (and has proved to be of value since) that the use of trade situations within the presentation itself would improve the student's understanding of the important mathematical processes described in the presentation and were provided for students to work out. Answers for all problems are provided along with the problems, so that students can check themselves for accuracy and speed as they progress through a given unit of work.

Following this application stage is a set of 15 or 20 representative problems selected with a view to their trade value. Sufficient space is provided for the student to show all the work necessary in arriving at the correct answer. The test itself is printed within the unit but on perforated sheets so that it can be detached from the unit and mailed to the center from which the instruction emanates.

Since many of the people who enroll as students of the home study mathematics course are unfamiliar with the terms used in the machine trade, an illustrated

(Continued on page 39)

IN BRIEF

A "Veterans Educational Council" to aid war veterans was organized at a conference of about 300 educators of the National Education Association in Cleveland. A constitution was adopted and officers elected: Robert H. Owen of Cleveland, Ohio, president; Henry J. Ponitz of Lansing, Mich., vice president. Other executive committee members elected were J. O. Keller, State College, Pennsylvania; R. Britton, Denver, Colo.; and L. J. Bourgeois, New Orleans, La.

More than 9,000 World War II veterans are working for Ford Motor Co. dealers under two "earn-while-you-learn" training programs. The majority are taking advantage of the opportunity Ford dealers are offering in an automotive mechanics course. Some, however, are enrolled in the program intended to qualify them for dealerships of their own. During the course in automotive mechanics, the veteran receives a monthly allotment from the Federal Government in addition to his wages from the dealer. Veterans in the dealership program become a part of a dealer's organization and receive experience in all phases of sales and service. The veteran takes his choice of the office or parts departments. He gets full pay during his apprenticeship.

From September through December, 102 students in six distributive education cooperative part-time programs in South Dakota earned a total of $10,846.69. They averaged 32 cents per hour and worked 22 and one-half hours per week in the stores. Their average hourly wages increased each month as follows: September, 30 cents; October, 31 cents; November, 33 cents; and December, 34 cents. The increases were not due necessarily to general wage increases but were due mainly to the policy of raising wages because of greater efficiency on the job.

Expenditures for education per pupil varied in 1939-1940 from an average of $39.44 in the eight poorest states in the country to $140.72 in the eight richest states, according to a Twentieth Century Fund report.

According to the U. S. Office of Education *Digest of Annual Reports of State Boards for Vocational Education* for the year ending June 30, 1944, there were 1,631 persons engaged in teacher training, 11,070 teachers of evening classes, 10,180 teachers of part-time classes, 25,389 teachers of all day classes. All were engaged in programs reimbursed from Federal vocational education funds.

COORDINATED Program Needed

VOCATIONAL educators on the local, state, and national levels will be called upon to exercise strong leadership in the days immediately ahead. To exercise this leadership intelligently will require intimate acquaintance with the many problems which face the local community. At the moment our attention is focused rather pointedly on giving vocational service to three groups: (1) the returning veterans, (2) the displaced war production workers, and (3) youth now in our schools.

The returning veteran deserves priority. The Congress has enacted two laws: Act 346, commonly referred to as the GI Bill of Rights, gives many privileges to all veterans; and Act 16, makes it possible to assist the disabled veteran. Vocational training is prominently stressed in both acts. Although Act 346 has been on the statute books for more than a year and a half, too little attention has been given to implementing them.

In a program of education for veterans, vocational education must provide intelligent and forceful leadership. It rests with the genius of leadership to recognize the spheres of influence of each agency, giving to each its full share of responsibility and credit.

On-the-job training is one example of the opportunities in the act. Prospective employers have been slow to sense the significance of its provisions and have not availed themselves of the opportunity to train men for the skilled positions in their establishments; the veteran is at a loss in many cases to know how to locate an employer with whom he can become associated for the purpose of learning a trade or occupation. The public vocational schools have found it difficult to make their contribution to the employer and to the veteran. All agencies are anxious and willing to assist in making the "On-The-Job Training Program" a functioning, coordinated service. But such coordinated functioning requires cooperative work by all agencies in a community and thorough agreement on the contribution which each agency can make. Local employment agencies are organized to locate jobs. Local Veteran Administration offices are equipped to counsel veterans in regard to their rights and privileges.

Likewise the trained personnel found among the vocational groups are the logical groups to "inspect" establishments as to their suitability for giving a training experience. It is from the vocational group that advice to the employer should come in setting up a program of training. There is perhaps no question but that the experienced vocational coordinator and vocational supervisor in a community are the ones equipped to "follow-up" and supervise the progress of the trainee on the job. They are equipped to assist the government in preventing the exploitation of the veteran while he is supposed to be passing through a series of learning experiences. Thus it can be understood that a local vocational training program with a well-coordinated plan which properly recognizes all the agencies cannot be over emphasized.

Earl L Bedell

President, National Council of Local Administrators of Vocational Education and Practical Arts

H.R. 5206, introduced on January 22 by Rep. John J. Sparkman of Alabama, would establish a Federal Commission for the Physically Handicapped, which would be an agency of the U. S. Department of Labor. The bill provides for a commission of seven consisting of a president and a secretary appointed by the President with the advice and consent of the Senate, the Director of the Office of Vocational Rehabilitation, the Principal Employment Specialist for the Physically Handicapped in the USES, a representative of the Children's Bureau, a representative of the Public Health Service, and of the Civil Service Commission. The Office of Vocational Rehabilitation would be transferred from the Federal Security Agency to the Commission, as would the Special Units for Handicapped now operating in the War Manpower Commission, USES. Of special interest to educators is Title X—Training Schools, which provides that the President shall, within 30 days after the act becomes effective, appoint a commission of three to survey the war plants owned by the government and select 10 to set aside for training schools for the physically handicapped and for teacher training. The plants are to be turned over to the Commission for operation as training centers for physically handicapped as well as for teachers of physically handicapped.

S. 1782. A bill to provide for loans to individuals for the purpose of enabling them to obtain a college or university education. Introduced by Sen. William N. Langer of North Dakota, January 18, 1946. It provides for a revolving fund of $3,000,000,000 to be administered by the U. S. Office of Education for the purpose of making loans of not to exceed $500 to individuals so that they may obtain vocational, technical, academic, or professional education beyond the high school level. Any citizen of the U. S. is eligible provided he has a high school education or its equivalent. The loan can be used for tuition, fees, books, supplies, board, lodging, and other necessary expenses. No security is required for the loan and 15 years is given for repayment with interest at one percentum per annum.

Proclamation Commemorating Contributions of Students and Teachers to the War Effort. Senator Wayne Morse, Oregon on Feb. 9 introduced a Senate Joint Resolution 141, authorizing the President to proclaim April 19, 1946, as Student and Teachers Day in commemoration of their contributions in helping to bring about victory in the present war.

The resolution calls upon people throughout the United States to observe the day with appropriate ceremonies honoring students and teachers for their contributions in helping to bring about victory.

Transfer of Functions of Surplus Property Administrator Under Executive Order 9689. This order, issued January 31, 1946, and effective as of February 1, 1946, provides in part that (1) the functions of the Surplus Property Administrator and of the Surplus Property Administration are hereby transferred, except as otherwise provided herein, to the chairman of the board of directors of the War Assets Corporation and to the War Assets Corporation respectively, and the Surplus Property Administration shall be deemed merged into and consolidated with the War Assets Corporation. (2) All functions of the Surplus Property Administrator and the Surplus Property Administration which relate to surplus property located outside the continental United States, Hawaii, Alaska (including the Aleutian Islands), Puerto Rico, and the Virgin Islands are transferred to the Secretary of State and the Department of State respectively. (3) All provisions of prior executive orders in conflict with this order are amended accordingly.

On February 1, 1946, Lt. Gen. Edmund B. Gregory, AUS., occupied the position of Chairman of the Board of Directors of the War Assets Corporation and is now therefore exercising the functions of the Surplus Property Administrator, transferred under this Executive order.

A Production Research and Development Division has been established in the Department of Commerce to initiate and conduct research and development work on such materials, processes, and inventions as will advance the technological productivity of the nation. The new unit, which was set up by order of Secretary Henry A. Wallace, will carry out generally the functions of the former Office of Production Research and Development. The Division will arrange for the development of meritorious inventions and proposals received from the National Inventors Council, and from other agencies and individuals. It is also charged with sponsoring the coordination and use of technical knowledge, patented or unpatented, wherever such use would promote more effective technological production. In furtherance of this activity the Division is authorized to carry technical development through to a production stage when that is considered advisable. The Division will arrange for research and development projects to be carried out by colleges and universities and other appropriate federal and non-federal agencies.

President Truman is calling a safety conference aimed at reducing the toll from highway accidents for May 8-10. The meeting will be held in Washington. Maj. Gen. Philip B. Fleming, Federal Works administrator, will be chairman, and Public Road Commissioner Thomas H. MacDonald, director. President Truman will invite as delegates state and local officials concerned with legislative, administrative or judicial aspects of highway traffic, as well as motor vehicle users, pedestrians, and others.

He studied bookkeeping at the Center, opened shop in Glasgow at war's end, and returned for help in setting up his books.

HAPPY one must have the right job. [illegible]se the right job one must have both [illegible]ity and knowledge. The Educational a[illegible] Training Scheme of Britain's Royal Air Force intends that every man and woman who has served it shall have both.

EVT falls into three main divisions: (1) Resettlement training offers that background of knowledge of postwar problems and of the special aspects of modern citizenship which is essential for the success of any society and for the avoidance of another war. (2) Educational training is designed to raise the general standards of each individual, improving his chances of living a full life and, incidentally, of obtaining the right job. (3) Vocational training will prepare personnel for civilian occupations in which the prospects of employment are good, by refurbishing their existing qualifications or, if these are inconsiderable, by putting them on the right lines for further training outside the Service.

Everyone will take the resettlement course—for a period of at least one hour per week out of the minimum of six hours allotted wherever possible for EVT. The course consists of four phases, each lasting 10 weeks, and is conducted by means of lecture and discussion. First comes the personal approach to return to civilian life, emphasis being laid on the individual's needs and obligations as a parent and householder. Then, as a citizen, the individual is led to examine the affairs of the local community of which he and his family form a part. Thirdly, the citizen, looking from the small community to the whole state, discusses its organizations and responsibilities, the machinery of Parliament, and some of the more recent legislation. Finally, since the speed of modern communications

Under supervision of the foreman of trades, airmen at an RAF station in Pembrokeshire put their training to good use, building their own school of brick and wood.

BRITAIN'S PROGRAM FOR VETERANS

Educational and Vocational Training Scheme Prepares Each for Right Job

By Squadron Leader Vernon Noble*
Official Observer With Britain's Royal Air Forces

no longer permits a policy of isolation, the effect of events in other countries is to be considered.

Special attention will be paid to new economic technological developments, special periods devoted to the British Commonwealth and Empire, the USA, and the USSR. Men and women from Britain's Services should then, it is hoped, be aware of the problems and alert to obtain the best, most permanent results from the peace they have won.

A second part of the resettlement course is intended for those who, by reasons of their qualifications and security of tenure in civilian employment or for any other sufficient reason, do not wish to take either the educational or vocational courses. Classes will be held in drama, music, sculpture, in bookbinding, leatherwork, woodwork, toymaking, needlework, and housecraft wherever numbers and opportunities are adequate. By the production of a play or a concert and by displays of various arts and crafts stimulus can be given not only to the aspirations of class members themselves, but to the leisure activities of their unit as a whole.

Higher Education

EVT Educational Training, as such, will meet the requirements of personnel at three different levels. Those who have forgotten a great deal of what they learned at school and would like to be reminded will be able to study for the RAF War Educational Certificate. Those who wish to reach university entrance standard and think they have a good chance of doing so will be provided a secondary course leading to the Forces Preliminary Examination. Higher educational training is intended for men and women who have already reached matriculation standard and wish to begin their studies for a professional examination.

Besides improving the individual's general background, possession of the War Educational Certificate also carries useful evidence of attainment to his employer in civilian life.

For these educational courses, resident instructors

*For 15 years before the war the author worked on the editorial staffs of various leading British newspapers, including the *Manchester Guardian* and *Daily Express*.

This former Leeds carpet planner is "getting his hand in again," spending several hours a day with a firm in Scarborough, where one of three R. A. F. Settlement Centers is located.

Elected representatives of the students at the Center meet once a week to discuss with the Commanding Officer and Chief Training Officer matters that affect their life at the Center.

are being provided on RAF stations. Drawn from qualified volunteers within the Service they work in liaison with the established Education Officers, whose advice is available also for any man in doubt as to what type of course he should take. To supply their class needs, large quantities of text books are being printed for the RAF and, where necessary, on small stations or with the less popular subjects, tutorial study courses can be used to supplement class instruction.

While everything is being done to facilitate the work of those who elect for higher educational training, they themselves must be largely responsible for their own courses of study.

Vocational Training

Vocational training is designed to improve existing qualifications for civilian employment or to prepare the man (or woman) with no job to return to, and no trade, for further training under the Ministry of Labour and National Service scheme after release. An airwoman, for example, who was formerly a shorthand typist can learn about the latest methods in office administration. A motor mechanic who was formerly employed in or ran his own garage, has the opportunity to refresh his mind and get his hand in again. A man without a peacetime job who likes his RAF trade—say of electrician—and is good at it, may wish to continue in this line in civil life. The EVT Officer looks into the position for further training and, if the Ministry of Labour and National Service has agreed, arranges for the appropriate conversion course of EVT. Publications are available, under the general title of *Careers for Men and Women,* which give guidance on the qualifications for and prospects in 45 different callings.

No guarantee of employment can go with the vocational courses. Britain's Ministry of Labour, however, is doing its utmost to keep the RAF informed of likely channels for employment (reorganization of industry will have made some jobs redundant) and of the training qualifications necessary to convert Service tradesmen to civil trades of the same type for which

The Centers offer information about every type of job, and training can be initiated for the job chosen. Local business, industrial, and professional men cooperate by affording practical experience, and job placement is part of the program.

there are good openings. This means that EVT need never be wasted and that experience gained in an RAF trade may contribute considerably towards wage earning after the war.

How will the RAF cope with training in the vast variety of trades and specialist occupations open to the choice of any individual? Resident instructors, drawn from all ranks, usually teach the basic theoretical subjects necessary for groups of civilian occupations and conduct trade conversion courses in station workshops.

The "Functional Unit"

Full use is also to be made of local facilities, students attending technical schools and colleges wherever possible. But practical instruction in specialist trades will demand a new method—the "functional unit." Functional units comprise a team of mobile instructors, supplied with special equipment such as is not normally found on an RAF station and accommodated for traveling from unit to unit. With their help the EVT scheme becomes practicable even in the most out-of-the-way places and for trades demanding considerable technical resources.

For Better Trained Citizens

The organizers of EVT are leaving nothing to chance. In actual practice some degree of imagination and ingenuity will be required to obtain the best results. But given that, and the willing cooperation of the men and women in the services, there is cause here for optimism. New citizens are to enter civil life trained for the jobs which need to be done, better educated than any demobilized forces yet have been, well grounded in the problems and responsibilities of modern society. They have had, moreover, unparalleled experience of the art of living in and serving a community. Through EVT they can be agents of prime importance for the success of the postwar world.

Hold on to that "Million-Dollar Rain"

That welcome rain that brings new life to your land, crops and livestock is the traditional "million-dollar rain" known to every farmer and rancher.

There is an old saying, "You can't do much about the weather." But you *can* do a great deal about what the weather does to your land. Rain can bring relief after drouth and is *worth* that million dollars —or it can be a savage enemy that "dashes off with grit in its teeth and tears down our soil like a billion furious buzz saws."

Water that "walks downhill" is your ally in increasing the production of your land. And one secret of handling rainfall properly is "farming on the level"—by strip cropping, contour plowing, terracing. Cover crops, grassed waterways, dams and farm ponds also help control the destructive power of rain. Then you hold the rain where it falls. Surface run-off is slowed down to the point where it doesn't erode your topsoil away. And as your water "walks downhill," it soaks into the soil, makes plant food nutrients available to the roots of crops and, penetrating further, fills up nature's great underground reservoirs.

Water thus stored in the subsoil is the source of the wells and springs which supply homes and farms and ranches. For years this "water table" has been dropping very seriously in some sections. But where soil conservation has been practiced over large areas, the lowering of the "water table" has been a less serious problem. Soil and water can never be divorced in any good land management program. These two great resources are wedded for all time, and from their union comes the wealth of America's agriculture and the prosperity of the nation.

WORTH THINKING ABOUT

In view of the recent talk about the business, profits, etc., of the meat packers, it's worth remembering the basic economics of all businesses in this country.

To be successful, any business must do four things—1) it must purchase its raw materials at prices comparable to the prices paid by its competitors; 2) through know-how, efficiency, good operating, it must manufacture products of comparable quality at a manufacturing cost no higher than that of its competitors; 3) in doing this, it must pay its workers wage rates comparable to the going wage-scale paid by others; 4) and it must sell its product at prices that a large part of the public is willing and able to pay.

In the livestock-and-meat industry, this simply means that prices must be *high* enough to earn both cost and a decent profit for the livestock producer, the meat packer and the retail merchant—and *low* enough to keep the great masses of people eating meat.

W. H. Irwin

VEGETATION CLEARS POND WATERS

by W. H. Irwin, Oklahoma A. & M. College

Farm ponds that remain muddy all year are unattractive, produce poorer fish crops and provide less appetizing water for stock than clear-water ponds. They can be cleared without injuring stock, thus increasing the production of fish foods.

Pond experiments in central Oklahoma showed that ponds receiving organic material have clear water. Ponds having vegetation on their bottoms when flooded have clear water for almost a year. Ponds receiving drainage from feedlots or barnyards have clear water except for periods after rainfall. Vegetation, manure or commercial fertilizer placed in the pond settle soil particles from the water.

Necessary quantities of materials needed vary, depending upon the amount of mud in the water and amount of water entering the pond. Since vegetation on the pond bottom before flooding usually clears water for the first year, a similar amount, when added, should clear it for another year. Green vegetation is effective, but manure is preferable.

Weeds should be cut on pastured areas to improve the pasture. If these cut plants are gathered and placed in the pond, an additional value (in improvement of the pond) can be had from pasture mowing.

Sent Your Letter Yet? Prize Contest Closes May 1

Still time to win one of the 43 cash prizes totaling $400 for best letters on "Methods Employed by Meat Packers in Marketing Meats, Poultry, Eggs, Butter, and Cheese." Contest closes May 1, 1946. We'll be glad to send you the needed information. Write today to F. M. Simpson, Dept. 128 . . . Swift & Company, Chicago 9, Ill.

WHAT DO YOU KNOW!

What is the meaning of the expression "farming on the level"?

With what groups of people must a meat packing company like Swift & Company cooperate to operate successfully?

Who must earn a fair profit for the livestock-and-meat industry to operate?

Why is it important to make water "walk downhill"?

Answers to these questions may be found in the various articles which are printed elsewhere on these pages.

Soda Bill Sez: *. . . that the dairy business is mighty colorful—red cows eat green grass and brown hay to give white milk and yellow butter. . . . that the more a feller works, the more work he finds to do . . . that a stitch in time can save embarrassing exposure.*

THE EDITOR'S COLUMN

In addition to being a business corporation, Swift & Company is *people*—62,000 folks like you and me who have pooled their savings to build a business. These savings are invested in plants and equipment, in livestock and other raw materials, and in all the many things that make up Swift & Company.

Without people there could be no business, no Swift & Company. There must be people (shareholders) to supply the capital; others (farmers and ranchers) to supply the raw materials; many thousands (employes) who work with their heads and hands for the company; and the millions of consumers who buy the meat and other products.

The success of a business enterprise depends on how these various groups of people get along together. In other words, there must be *goodwill and cooperation* between the owners of Swift & Company and livestock producers, employes, and the company's customers.

To maintain goodwill we know that Swift & Company must: 1) pay fair prices for raw materials, including livestock; 2) pay a good day's pay for a good day's work; 3) provide the money to keep plants and facilities efficient; 4) pay Federal, State and Municipal taxes; 5) earn a profit to give our owners a fair return on their invested savings.

The management of Swift & Company recognizes this five-fold responsibility to the various groups of people who make our business. It is to *their* interest that we manage our business efficiently, that we earn a sufficient profit to let us continue contributing to the well-being of more and more people.

F. M. Simpson,
Agricultural Research Department

Swift & Company UNION STOCK YARDS CHICAGO 9, ILLINOIS

Martha Logan's Recipe for

Easter Ham

The mellow flavor of ham rates it one of the most popular of meats. Glaze *your* ham with honey, marmalade or maple syrup to save sugar. Place the ham, fat side up, on rack in uncovered pan. No water needed, as the fat will baste the ham naturally. Bake in a moderately slow oven until tender. Three to four hours will be enough. Garnish the platter with pickled peaches or apricots, or hot spiced orange slices.

WOOL BLINDNESS is a definite handicap. Open-faced sheep, during a test in New Mexico, produced an average of 12% more pounds of lamb per ewe. Wool on the face hindered sheep in finding feed and resulted in some becoming separated from the flock. However, the flock in the test excelled by 25% the wool production of commercial flocks.

OUR CITY COUSIN

CITY COUSIN DIDN'T SEE WHERE THE LITTLE BEE DID FLEE... WHEE-EE-E!

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Right Eating Adds Life to Your Years—and Years to Your Life

"The trouble with prayer meeting," said the preacher, "is that the folks who need it most don't come often enough."

Can vocational educators learn a lesson from that old story?

For years we have been holding meetings, arranging conferences, calling state and national conventions. The same people usually attend, and we repeat many of the same things to each other year after year.

Is it time we did a missionary job among others?

Try to imagine a convention of a state vocational association attended by a representative group of school principals, administrators, and lay leaders. A convention program planned to interest this important group of educators, with one or two programs especially for them, might be exceedingly helpful in spreading the gospel. And it should not be difficult to arrange. There are influential school administrators in every state who believe in their vocational programs and are anxious to extend and expand this service. They can help to arrange sessions to interest other administrators. It has been tried in some states with success.

Those who understand the philosophy of vocational education and the objectives of the program are not opposed to it. Vocational education needs to be introduced to greater numbers of educational leaders both within the school itself and in the community.

One way by which this can be accomplished is through the publications of the American Vocational Association.

"Each one teach one," is the plan whereby the Mexican government is seeking to reduce illiteracy. If each school with a vocational program would make certain that the superintendent, principal, and possibly members of the board of education had a subscription to the *American Vocational Journal*, a quiet educational campaign could be started which in time would pay dividends.

FFA and FHA chapters similarly should have the magazine for it not only will keep them acquainted with major activities in other states but will help to interest some of our promising young people in vocational teaching as a career. These organizations have valuable contacts also, and well can teach some of their elders how to "win friends and influence people."

The literature of the American Vocational Association should be much more widely distributed and among others than the vocational teachers, teacher trainers, supervisors, and directors. Each issue of the Journal now carries a current list of all Association publications, but few school administrators see it or ever know of the wealth of material available to them.

The area vocational school as an efficient means of extending opportunity for occupational training to a greater number of people at a minimum expense has been advocated by the American Vocational Association for years. Resolutions have been passed endorsing area schools at our national conventions and two publications (one free) have been prepared setting forth clearly the principal factors involved, the advantages, and methods of procedure in establishment of area schools. How many school administrators ever have seen these documents? Have they been presented to members of your State Board of Education or the Education Committees of your state legislature?

State vocational associations with sufficient funds in their treasuries well may use part of their resources to arrange for distribution of some of these valuable AVA publications within their states and to others than their own membership. It is seldom possible, however, for a state association to finance large purchases of bulletins or any great number of *AVJournal* subscriptions. Such missionary work will have to be accomplished through the united efforts of the vocational teachers within each local school. While the legislative committees of state vocational associations are responsible for informing their education committees in the state legislature and can utilize AVA literature it will rest with the city director, city supervisor, or the vocational teachers themselves in most schools, to find some means of raising a few dollars for this important educational program in the local community. (Four dollars would purchase one Journal subscription and all available AVA literature for the superintendent of schools.)

Members of the American Vocational Association have been loyal and conscientious in support of their national association and the work of its various committees. Reports of meetings, research studies and similar publications have been widely used by the membership. It is important, however, that we reach a new group with our philosophy, our research studies, our aims and our objectives. Vocational education is in great demand today, but different people have different (and sometimes uninformed) views concerning the objectives and accomplishments of vocational education. Many schools and communities are ready for this development, but they do not know, clearly, what vocational education can accomplish, or how to start a program. This is the kind of information which the *American Vocational Journal* carries, month after month: stories of what other schools across the nation are doing and how they are doing it; thoughtful treatises on the purposes, objectives, and accomplishments.

"If Middletown can do it, Middleborough can."

Perhaps your *American Vocational Journal* and your other association publications can be put to work for you and do a better job than you, arguing alone, could do.

What do you think?

Fern

Note: Material presented in this column represents the opinions and viewpoints of the managing editor. It in no way commits the American Vocational Association, Inc.

LOWRY Heads Texas State Vocational Education Program

W. E. Lowry

MAJOR W. E. "BRICK" LOWRY was born in Archer County, Texas, and reared in Wichita Falls. He was graduated from Wichita Falls High School and continued his educational work at Southwestern University. After three years he left school for four years' experience with the Fort Worth and Denver Railroad. Then he resumed his studies at Southwestern where he was awarded both the B.S. and B.A. Degrees. He later completed his educational training at the University of Texas where he received the M.A. Degree in School Administration.

Upon accepting his present position as Executive-Officer and Director of Vocational Education for the Texas State Board for Vocational Education, Lowry brings to the work 15 years' experience in public school administration in Texas, three of which were as executive secretary to the president and head of the department of public service of the Sam Houston State Teachers College at Huntsville.

In 1942 he volunteered in the U. S. Army Air Forces and served at Randolph and Bryan Fields for about one year, at which time he was ordered to the Southwest Pacific. There he was assigned to the 35th Fighter Group, as Adjutant, until July, 1945. During his Pacific experiences he was stationed at Port Moresby, Nadzab, and Gusap, New Guinea; Biak, Owi, and Nomfoor in the Schouten Islands; Morotai in the Netherlands East Indies; Lingayen, and Clark Field in Luzon; and Naha in Okinawa. He wears the Bronze Star medal, the Pacific Ribbon with eight Campaign stars, and the Philippine Liberation Ribbon with one star.

In a statement made following his appointment as State Director of Vocational Education, Major Lowry said, regarding the tasks confronting vocational education:

"The war has taught America what it means to go to work. We won because the American 'GI' had American production behind him. This production was possible because of the great efforts of industry and agriculture. Industry converted to war production, trained thousands of skilled workers, and astounded the world with their results. Agriculture took advantage of machinery and new techniques, and in spite of a continued shortage of farm labor produced more than ever before had been thought possible. These accomplishments involved every living person in America, and from such effort has come a new dignity of work. The school people of our nation are well aware of this new attitude, and they know that it must be reflected in the new curricula. They know the American public schools are obligated to train a boy or a girl to make a decent living. They know that in the past only a few have received such school training. They are now turning to vocational education for the solution of these problems. This solution should afford a signal opportunity to ignore the differences of the education extremists and to get together on a realistic basis and do a great job for American youth."

ATF Holds Dinner Meeting For Graphic Arts Instructors

AMONG the interesting informal sessions at the AVA convention in Buffalo was a dinner given by John A. Backus of American Type Founders for approximately 20 instructors and teacher trainers in the field of graphic arts. The purpose was to review most recent developments in the printing and graphic arts field and discuss ways in which training of young people for the printing industry could be improved.

Fred J. Hartman, educational director of the National Graphic Arts Education Association, talked of the relationship between vocational training and the printing industry. There was a general discussion of vocational training for the printing trade and the position of the industry with respect to supplying jobs for all boys who are graduated from vocational schools. Mr. Backus described the therapeutic applications of the printing trade.

The meeting was attended by the following: Eugene D. Fink, State Education Department, Albany, N. Y.; G. E. Leighbody, State Education Department, Buffalo, N. Y.; Elroy W. Bollinger, New York City; D. Arthur Bricker, Cincinnati Public Schools; John J. Krill, *Industrial Arts and Vocational Education*, Milwaukee, Wis.; Nilo T. Oakland, State Teachers College, DeKalb, Ill.; George W. Mullenhoff, Buffalo, N. Y.; Eugene M. Werle, H. B. Wright, E. T. Welsh, and John C. Heineke, Burgard Vocational High School, N. Y.; L. E. Kay, director of vocational education, Wheeling, W. Va.; Morris P. Cates, State Department of Education, Augusta, Me.; John Claude, Bruce Publishing Co., Milwaukee, Wis.; Irving C. Perkins and Charles F. Weigand, State Teachers College, Buffalo, N. Y.; Clyde H. Musty, American Type Founders, Buffalo, N. Y.; Milford M. Hamlin, American Type Founders, Chicago, Ill.; E. Burnham Dunton, American Type Founders, Elizabeth, N. J.; Don Layman, *American Vocational Journal*, New York City; Mr. Hartman, and Mr. Backus.

Wider Use of the Community in Building Education Programs

Dropping in on the AVA Convention

EDUCATION made adjustments in line with emerging needs during the war period; education must now be planned looking toward the world at peace. Selective Service statistics "point up" some of the shortcomings: illiteracy, lack of physical fitness, and inefficiency in many of the sciences, mathematics, and the mechanical skills. In Georgia, a field staff held 657 community meetings, attended by 5,304 teachers and principals, and 8,544 laymen, or an aggregate of 13,848 persons. At each of 657 community planning meetings and 153 county committee meetings problems of educational improvement in the local school and county were discussed

The results: All planning groups became concerned about more nearly adequate guidance programs. Virtually all schools in the 12 demonstration counties made plans for and started guidance programs. (2) All gave consideration to improving health and recreation. (3) Without a single exception, more facilities for and better trained teachers in creative arts were wanted. Laymen want both youth and adults to have more opportunity to "make things." They want shops for working with tools, facilities for painting, equipment for working with clay, opportunities for music. (4) Improvement was desired in reading, writing, arithmetic. (5) Ways to improve the instructional program in social relationships, home and family living, neighborhood living, etc., were desired. (6) A more nearly adequate program of vocational training was considered, especially in situations where high school youth were involved. The planning groups wanted the school to provide occupational training for out-of-school youth, for adults, and especially for returning servicemen and women. (7) The problem of the small high school in providing these services led to county-wide committees to study consolidation, transportation, building, and administrative policies.

—O. C. Aderhold, Professor of Vocational Education, University of Georgia.

Psychological Aspects of Vocational Education

Education, both general and vocational, can lead to new kinds of occupations that have never before existed. Library schools now are talking of training librarians who will be experts in certain specific areas. These people will be experts in reference, and in old and new data. Department stores are developing some salesmen into authorities in certain lines. They have read extensively, carried on research studies in such areas as clothing styles, furniture, jewelry, etc. We can afford to think of levels of workers in almost every occupation, first those who are to work in routine fashion, acceptable but not inspired, and secondly a level where it is necessary to have general insight, more education, or more specialized training. There might be a more advanced level yet which would be reserved for those setting new patterns occupationally, those who do not "take" a job, but who "make" a job depending upon their personalities, character, and intellectual insight into looking into the needs of society. This capacity to make new and better jobs is all around us, but educators are not always aware of the possibilities. Can we, as educators, give suggestions of new levels, new types of jobs, for which there is a social value; jobs which pioneer and are especially suited to the adventuresome and the highly intelligent?

—Edward S. Jones, Dean of Students, Professor of Psychology, University of Buffalo.

Young Farmer Classes and Veterans Training

An Ohio study indicates that young farmer groups will be composed of (1) young men who remained on farms during the war through occupational deferment or physical disability; (2) young men who have returned from military service; (3) young men who have dropped out of high school in the immediate postwar period; (4) young men who had just been inducted, or had been discharged from military service and had accepted temporary industrial employment. There is no antagonism among these groups and no need for segregation. Their responses to inquiries indicate two general problems: how to maintain a permanent peace and the economic problems of reconversion, and information on technical agriculture. Young farmer courses, accordingly, must be broad and meet these two major interests.

—Ralph A. Howard, State Supervisor of Vocational Agriculture, Columbus, Ohio.

The Coordinator of Diversified Occupations

The diversified occupations training program will not provide training for the masses. It is intended only for those normal boys and girls from the heart of the student body who are ambitious to enter a skilled occupation and plan to go to work directly upon finishing high school. This is not a plan designed to take care of disciplinary or problem cases. It is not intended for the fringe of the student body who cannot pass ordinary school subjects.

The plan is one of the best ever devised for giving training for a variety of occupations by a single school. It will continue to be a useful device provided we are able to furnish well qualified coordinators, exercise good judgment in the selection of the students, are careful in selecting only those occupations that justify at least a year of training, properly coordinate the school study with the work experiences, provide good study guides, and have some way of knowing that learning has taken place.

—J. Warren Smith, Assistant State Director of Vocational Education, Raleigh, N. C.

Retraining Adults for Peacetime Occupations

Women will continue to be acceptable as workers in many of the new fields opened to them during the war, but they will need retraining and upgrading training for the preference is given to men and particularly to veterans by industrial employers. Most industrial opportunities continue to be in textiles, garment trades, food trades, electrical industries, selling, clerical, and service industries. Many of the 300,000 women veterans "do not trust the peace," and will continue to work outside the homes. Their war service influences their desire for postwar occupations. The present outlook for women workers: an increasingly large proportion of all women will work; an increasingly large proportion will work after marriage; more older women will continue to work or will want to enter wage earning later in life, after 35 years. The challenge to vocational educators is to train older adult women for actual job opportunities.

—Louise Moore, Agent, Trade and Industrial Education for Girls and Women. U. S. Office of Education.

Part-Time Trade Cooperative Programs in Single Trades

One of the most sound devices in the development of this type of program is a good representative advisory committee composed of employers and employees of business and industry. Under present conditions this is becoming more and more a necessity, and in communities where such advisory committees are not properly organized or used, labor and in some cases management are beginning to question keeping high school students in industry on part-time jobs. They feel they should give way to the returning veteran. Such a committee could do much in keeping all informed as to the objectives of the cooperative program and that there should be no conflict between the part-time employment of the high school student and placement of veterans on jobs.

—Robert M. Reese, State Supervisor of Trades and Industries, Columbus, Ohio.

Training Women for Restaurant Employment

To the amazement of the Food Industry, operators have learned during the war that women fit into many departments better than men. Vocational departments should contact food operators now, while they still are enthusiastic regarding women workers, and plan a training program which will assure a future source of supply. Attract a better class of students to this training program, for that is what food operators need. There are good positions which pay well, but a good student will drop out of a course which is filled with "misfits" and "duds." Good students, well trained, can help the industry build up standards, as well as be assured of promotion and a successful career. Now is the time for this industry and the vocational educators to work for improvement both for the general public and the individual student.

—W. Spooner Smith, President, Western New York Restaurant Owners Association.

(Continued on page 38)

Mocharniuk, Famous Sculptor, Finds X-acto "Indispensable"

Visitors to the Open Air Art Show in New York's Washington Square last Fall were fascinated by the sight of a sculptor carving sophisticated modern figures with a small metal knife.

The sculptor was Nicholas Mocharniuk, whose work has won acclaim in galleries and art centers throughout the country. And the knife he was using was a *No. 6 X-acto!*

Mr. Mocharniuk uses X-acto because, he says, "they give the best results with the hard wood I use . . . they are especially suited to cutting away areas usually hard to get at."

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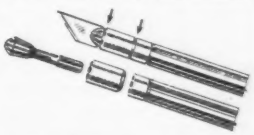

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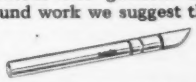

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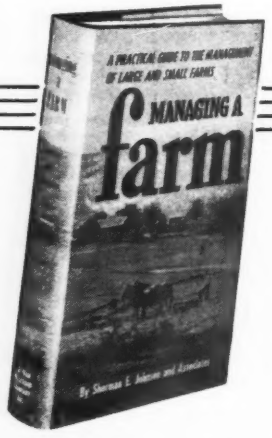

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Agriculture Teachers Know What They Need
In-Service Training Plan Helps Them Get It

Subject Matter "HAND PICKED"

By H. M. Byram
Professor of Education
Michigan State College

SELECTION and study of subject matter in vocational agriculture to meet the needs of teachers in their instructional programs as the teachers themselves interpret these needs, and to find better ways of using this subject matter, are accomplished through a new venture in Michigan.

Members of the staff in agricultural education at Michigan State College, in cooperation with the Extension Service of the College and the State Board of Control for Vocational Education, have inaugurated a new in-service training program which has this improved subject matter as its objective.

Five or more teachers in an area first meet with a teacher-trainer or supervisor to discuss their needs. They make up a suggested agendum of subject matter and related instructional problems and send it to the person in charge of the teacher-training program at the college with a request for help through a "teacher-training conference on subject matter." This request is forwarded by the head teacher-trainer to the Extension Service for assignment of an extension specialist in the subject matter requested. At the same time a staff member in agricultural education is assigned. The teacher-trainer and the extension specialist work together as a team from this point on, and develop the plans for the teacher-training conference. These include selection of subject matter to be presented, problems of instruction to be discussed, dates of the conference, procedure in operation where a field trip to a farm is involved, and other details. The teachers are notified of the meeting by the teacher-trainer, and at the same time the county agricultural agent is notified of the meeting by the Extension Service. The agents in the counties involved attend and participate in the meetings.

A typical meeting included a trip to a good dairy farm to observe sanitation practices in production of milk and cream, in herd and barn; breeding practices; feeding practices. Upon return the discussion included developing interest in improvement projects in dairying, special problems in computing records, arranging equipment to save time in testing, making monthly summaries and using records, and keeping and using records of calving.

It is believed by those responsible for this service and those who have participated in it that the following definite values are inherent: Teachers are getting subject matter in agriculture which they want; guidance and help by teacher-trainers are directed at the teacher's own felt needs; method and subject matter are tied together by and for the teacher; the services of the subject department in the School of Agriculture are being more fully utilized; continued professional growth of the teacher of agriculture is promoted; better relationships with the Extension Service are promoted.

A Typical Program

Chairman: George P. Deyoe, Agricultural Extension, Michigan State College; assisted by L. A. Johnson, Extension Dairyman, Michigan State College. Local arrangements made by W. E. Baker, teacher of vocational agriculture, and school superintendent.

Meet at 3:00 p.m. Agriculture Room, High School, Mesick.

3:00 p.m. Leave for Anderson Bros. Dairy farm (four miles east and one and one-half miles south of Mesick) to observe and analyze:

Sanitation practices — herd and barn, production of milk and cream, breeding practices, feeding practices.

5:00 p.m. Meet in Agriculture Room for discussion on artificial insemination.

5:45 p.m. Dinner at Grace's Restaurant.

6:45 p.m. Meet in Agriculture Room, to discuss:

Developing interest in improvement projects in dairying, special problems in computing records, arranging equipment to save time in testing, making monthly summaries and using records, keeping and using records of calving efficiency.

When writing advertisers please mention *American Vocational Journal.*

CITIZENS to Speak on U.S. Education

A CITIZENS' FEDERAL COMMITTEE on Education has been established to advise U. S. Commissioner of Education John W. Studebaker on policies and programs of service to education. First meeting was held in March.

Membership on the committee is for three years, with one-third appointed each year, by the organizations each represents. The present committee appointments are:

Agriculture: A. S. Goss, master, National Grange; Edward A. O'Neal, president, American Farm Bureau Federation; James G. Patton, president, Farmers Educational and Cooperative Union.

Business: Thomas C. Boushall, chairman, Committee on Education, Chamber of Commerce of the United States; Margaret A. Hickey, national president, National Federation of Business and Professional Women's Clubs; Roland B. Woodward, member of Committee on Education, Chamber of Commerce of the United States.

Homemakers: Mrs. LaFell Dickinson, president, General Federation of Women's Clubs; Mrs. William A. Hastings, president, National Congress of Parents and Teachers; Kathryn McHale, general director, American Association of University Women.

Labor: John T. Corbett, Brotherhoods of Railroad Employees, assistant grand chief engineer and national legislative representative, Brotherhood of Locomotive Engineers; Kermit Eby, director, Department of Education and Research, Congress of Industrial Organizations; Matthew Woll, chairman, Committee on Education, American Federation of Labor.

Manufacturing: M. McDonald Comer, National Association of Manufacturers, chairman of the Board of Avondale Mills; Walter D. Fuller, National Association of Manufacturers, president of the Curtis Publishing Co.; Robert S. Wilson, National Association of Manufacturers, vice president of the Goodyear Tire and Rubber Co.

Negro Groups: J. L. Horace, National Fraternal Council of Negro Churches; Mrs. Estelle Massey Riddle, National Council of Negro Women, consultant of the National Nursing Council for War Service, Inc.; P. B. Young, Sr., National Negro Newspaper Publishers Assn.

Professions: Albert J. Harno, American Bar Association, dean of the College of Law, University of Illinois; Dr. Victor Johnson, secretary, Council on Medical Education and Hospitals, American Medical Association; Everett S. Lee, chairman, Engineers' Council for Professional Development.

Religious Groups: Very Rev. Msgr. Frederick G. Hochwalt, director, Department of Education, National Catholic Welfare Conference; F. Ernest Johnson, executive secretary, Federal Council of the Churches of Christ in America; Harry A. Wolfson, Chair of Jewish Studies, Harvard University, Jewish Groups.

Veterans: Dr. Walter C. Hess, Disabled American Veterans, assistant professor of research in chemistry, Georgetown University; Walter G. Ingalls, American Legion; Rev. Frank Tishkins, chairman, National Committee on Civic Affairs, Veterans of Foreign Wars.

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Each kit will make from 15 to over 100 articles. Most of the parts are ready-cut, and with trimming and the instruction sheet included in each kit, it is simple to make beautiful and useful craft projects.

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FILMS AND FILMSTRIPS

National Educational Films, Inc., a new production company, was announced today by Lt. Cdr. W. French Githens, president of the new corporation, upon his return after three years active service in the U. S. Navy. The objective of this organization is to help fulfill the curriculum needs of public education through the production of instructional films. The NEF is located at 1560 Broadway, New York, N. Y.

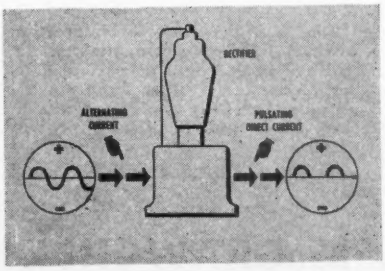
Mrs. America Speaks About Store Service. Sd-color. 20 min. Owens-Illinois Glass Co., Toledo, Ohio.

The film is based on a survey made by the Home Makers Guild of America to determine the services that Mrs. America would like to find in grocery stores after wartime restrictions have been lifted. The Home Makers Guild is a nationwide panel of women representing every age group, income level, and geographical location in the country.

Poultry Raising. 16-sd. 1 reel. 10 min. YMCA Motion Picture Bureau, 347 Madison Ave., New York 17, N. Y. Rental, $1.50.

This film explains the difference between poultry raising as a sideline and a profitable business. The qualifications of one who plans to engage in the business and the problems to be found are presented. Interest: Agriculture and guidance.

An Index and Guide to free 16 mm. sound films from Industry. Distributed by Modern Talking Picture Service, 9 Rockefeller Plaza, New York 20, N. Y.



One of 35 free films in Modern Talking Pictures' list is *Electronics at Work.*

Proceedings of the Third Annual Visual Education Institute of the University of Wisconsin. What materials are included in a complete program of visual education? What are some of the recommended ways of using films and other visual education materials in the classroom? The Proceedings includes what nationally recognized teachers, administrators, supervisors, and leaders in the field of audio-visual education think about these two questions. Seven demonstration and discussion situations are recounted as verbatim accounts of classroom utilization of filmstrips; slides; maps, globes, and charts; silent and sound motion pictures. A limited number of Proceedings have been printed and are available at $1.50 each. Requests should be addressed to W. A. Wittich, Editor, 1204 W. Johnson St., Madison 6, Wis.

SVE Picturol Catalog of 813 educational filmstrips, many of them new or revised and some of them just released, has been issued by the Society for Visual Education, Inc., Chicago. It is the first postwar catalog of SVE filmstrips and includes subjects for use in practically all courses from kindergarten to college.

NEW BOOKS

Radio

Principles of Radio for Operators. Ralph Atherton. New York, N. Y.: The Macmillan Co., 1945. 344 pages. $3.75.

A practical, well organized, thoroughly illustrated training manual and handbook for radio operators, maintenance men, and those constructing equipment for sending, receiving, and testing.

Introduction to Practical Radio. D. J. Tucker. New York, N. Y.: The Macmillan Co., 1945. 322 pages. $3.00.

Beginning with the basic electrical principles, the book covers laws, principles, and fundamental working parts of radio. The necessary mathematics for each step is fully reviewed at the point where it is needed and used. Theory is explained in a practical manner. Examples of the practical

(Continued on page 32)

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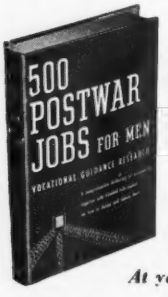

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NEW TEACHING AIDS

(Continued from page 30)

application of principles to actual radio construction and operation are included.

Industrial

Job Placement Reference. Keith Van Allyn. Los Angeles, Calif.: National Institute of Vocational Research, Inc., 1945. 361 pages. $10.00.

Designed to be used with Job Qualification Inventory form developed by the author. Reference section organizes Occupational Index data to be used with Inventory for applying a simplified method of developing job standard and individual profiles as counseling aids.

The Industrial Supervisor. John M. Amiss and Traver C. Sutton. New York, N. Y.: The Ronald Press Co., 1944. 243 pages. $3.00.

Treats topics important to the well-informed supervisor: discipline and morale, attendance, job and man analysis, fire protection and prevention, safety, labor turnover, etc. Especially designed to meet needs of supervisors in smaller shops.

Building Insulation. Paul D. Close. Chicago, Ill.: American Technical Society, 1945. 328 pages. $3.50.

Second edition of a basic reference volume for those interested in the subject of heat and sound insulation. Covers heat transfer through building materials, fuel saving, condensation, pipe and duct insulation, architectural acoustics, etc. Timely for postwar construction expansion.

General

Education for Action. Beatty, Haskell Institute, Lawrence, Kan., 1945. 345 pages. $2.00.

A collection of 175 articles originally published in *Indian Education*, U. S. Indian Service. The philosophy, educational policy, and teaching techniques which the Indian Service believes to be suitable for rural schools are discussed.

IN PAPER COVERS

A Tailoring Manual. Gertrude Strickland. Minneapolis, Minn.: Burgess Publishing Company, 1944. 65 pp. $1.50.

To assist the sewer in developing better construction in tailoring and to aid in the selection of readymade suits and coats. The author is assistant professor, textiles, clothing and related arts at Oregon State College.

Suggested Unit Course in Locomotive Firing. University of the State of New York, State Education Department. New York: 1944. 151 pp.

A manual developed to assist in the training of railroad firemen on the varied jobs involved in firing a modern locomotive more efficiently. Developed through the Curriculum Construction Laboratory facilities of Seneca Vocational High School in cooperation with the New York Central Railroad personnel.

Small Farm and Big Farm. Carey McWilliams. Public Affairs Committee, 1945. 32 pp. 10 cents.

Based on longer studies this pamphlet shows what happens to communities when large scale farming replaces the small separate farm. Contains section on national farm organizations.

Retail Shoe Merchandising. Business Education Publication No. 23. California State Department of Education, Commission for Vocational Education, Bureau of Business Education, Sacramento, Calif., 1945.

The bulletin divides the instructional material into 12 units and includes units on organizing and operating a shoe business; selecting and training salespeople; shoe salesmanship; leather used in shoe manufacture; foot anatomy and construction; shoe fitting problems; and sales promotion in the retail shoe store.

Plastics. The American Association of School Administrators, 1201 16th St., N. W., Washington, D. C. 44 pages.

An educational booklet covering techniques of fabrication, kinds of plastics, plastics in everyday life, and opportunities in the plastics industry.

Interest: Industrial and guidance.

Personal and Home Living. Division of Vocational Education, State Department of Education, Maine.

A course of study for 9th grade girls. Recommended by the vocational division as a non-laboratory single period home economics course.

Our Schools. The National Education Association, 1201 16th St., N. W., Washington, D. C.

Annual report of the profession to the public by the Executive Secretary of the NEA.

Postwar Education of Negroes. Ambrose Caliver, Specialist for Higher Education of Negroes, U. S. Office of Education, Washington, D. C. 71 pages.

The bulletin presents the background and characteristics of returning Negro veterans and war workers and their problems as well as certain lessons that may be learned from their army data and experiences. It should prove helpful to those concerned with the educational adjustment problems of Negro veterans and war workers.

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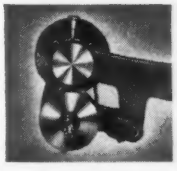

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who's who

John W. Gunstream, former director of radio and visual education of the Texas State Department of Education, has become director of the newly-organized Audio Video Institute. The new organization, whose home office will be located in Dallas, is designed to serve schools in the field of sound and visual education.

With the return of **W. Lyle Mowlds,** state supervisor of agricultural education, Delaware, who has been on leave for service in the Army, **P. M. Hodgson** resigned effective March 1, 1946, and will be director of the Bureau of Markets for the State Board of Agriculture in Delaware. Mr. Mowlds, who has been in the military service for five years, served as Provost Marshal of the 106th Infantry Division both in America and Europe. During service overseas Major Mowlds earned four battle stars and was awarded the Bronze Star for meritorious service during the Battle of the Bulge.

L. J. Phipps, formerly teacher of vocational agriculture in University High School, Southern Illinois Normal University, Carbondale, Ill., has joined the staff in agricultural education at the University of Illinois.

Milton R. Dunk, formerly teacher of vocational agriculture at Mt. Morris, Ill., is the new editor of *Better Farming Methods,* which is published there. The publication circulates nationally among professional workers in agriculture and agricultural education.

H. E. Wood, recently returned from the service as a Lieutenant in the Navy, has been appointed acting state supervisor of vocational agriculture in Florida. Prior to entering the Navy he was itinerant teacher trainer in agriculture.

Winston H. Dolve, who has been employed with the OSYA program in North Dakota for the past five years, will continue his work with the State Department of Agricultural Education.

Guy L. Griswold, formerly a civilian training specialist with the Army Air Forces, is the new coordinator of distributive education at Walla Walla, Wash.

C. E. Highlen, who for the past six months has been connected with the American Vocational Association as assistant to Executive Secretary L. H. Dennis, has resigned to accept a position as principal of vocational schools of Atlantic City, N. J. He will assume his new responsibilities May 1.

Mr. Highlen was connected with the Navy V-12 Training program from April 15, 1943, to Sept. 15, 1945. He retired from active duty with the rank of Lt. Commander. His major billets were at the University of Michigan and Dickinson, N. D.

C. E. Highlen

Before entering the Navy Mr. Highlen was coordinator of apprentice training, Muskegon, Mich., and had served also as supervisor of trade and industrial education, Michigan State Board of Control for Vocational Education, in the early months of the National Defense Training program. Previously he had been a shop teacher in Muskegon. He served in the Navy in World War I.

Lawrence McDaniel, vocational agriculture teacher at Cedarville, Live Oak, and Los Banos High Schools in California, has resigned the Los Banos position to accept a job as field secretary of the Holstein-Friesian Association in California.

Richard J. Werner, who was identified with vocational education in California for many years, was recently named manager of the California Dairy Council. Mr. Werner was a teacher of vocational agriculture and high school principal, then became state supervisor of agricultural education. After a period with a large creamery concern he became president of Salinas Junior College. During the war he was a Colonel in the Army Military Government in Italy and Germany.

W. J. Adkins has joined the staff of the Texas State Board for Vocational Education as assistant state supervisor of distributive education. He will be in charge of the adult distributive education program and will assist M. A. Browning, state director of distributive education, in the overall operation of the Texas program. Prior to his release from the Army and assuming his duties with the state board Mr. Adkins was coordinator of distributive education in Temple and later an itinerant instructor.

Eleanor Holmwood has been appointed school lunch supervisor in the New York State Bureau of Home Economics. Miss Holmwood has been one of the teachers of home economics in the state. She taught at Orchard Park, Farmingdale, and Schenectady, and taught foods and nutrition at the State Agricultural and Home Economics Institute at Delhi.

T. Carl Brown, after three years of military service, has returned to his former position as state supervisor of distributive education in North Carolina. **W. B. Logan,** who replaced Alvis S. Proctor as acting state supervisor, has accepted the position as teacher-trainer in distributive education.

FFA officers inviting President Truman to be honor guest at Victory Convention.

National FFA Camp Will Open June 1

NATIONAL officers of the Future Farmers of America have announced plans for operating their National FFA Camp near Washington, D. C. June 1 to September 10, and for their Victory Convention in Kansas City, Mo., October 21-24, 1946, following a meeting of the National Officers with the National Board of Trustees and National Leadership Conference. Highlighting the meeting was an audience with President Truman in his offices at the White House, at which J. Glyndon Stuff, National FFA President of Dixon, Ill., invited the President to attend the Victory Convention as the honor guest of the FFA. While the President could not give an answer to the invitation at that time, he was interested in the activities of the organization and expressed the hope that it might be possible for him to accept, as he extended encouragement and greetings to all its members.

Plans were also made for the attendance of a national officer at many of the state FFA conventions which will be held during the year, and George Washington's Old Grist Mill, which is leased by the FFA from the Virginia Conservation Commission, will be opened to the public during April and kept open as long as demand justifies keeping a guide on duty.

The National Officers devoted much time to leadership training to prepare for participation at state conventions and other activities.

Wheeler McMillen, editor-in-chief of the *Farm Journal*, and John Rohlf, associate editor, gave a dinner for the officers, as did the American Institute of Cooperation, represented by D. L. MacDonald, director of vocational education of the Institute; John H. Davis, executive secretary, National Council of Farmer Cooperatives; and Earl Benjamin, executive representative of the Washington Cooperative Farmers Association.

Ways in which the National Grange and Future Farmers of America might work together in improving rural living were discussed at a dinner given at the Brookings Institute by Albert S. Goss, master of the National Grange, and other Grange leaders, for the FFA officers.

Conferences were held with John W. Studebaker, U. S. Commissioner of Education, and Watson Miller, Administrator of the Federal Security Agency, and the officers also appeared before the Federal Board for Vocational Education.

Following the Washington meeting the Boy Scouts of America invited the FFA officers to New York for a get-together with the national officials of the Scouts. Ways in which Boy Scouts and Future Farmers can work together in rural America were discussed and sightseeing trips enjoyed.

A dinner at the Biltmore Hotel was given in honor of youth organizations that were active in the production of Victory Gardens. A medal was presented to Eugene Starkey, representing the FFA.

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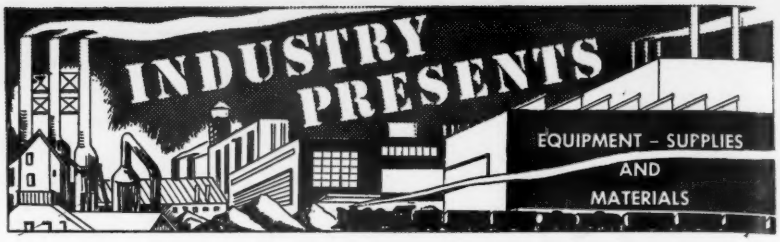

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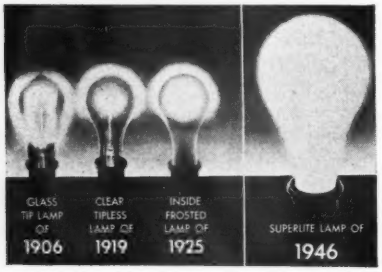
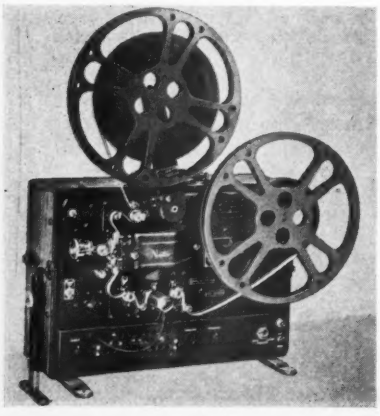
Wabash Appliance Corporation, Brooklyn, N. Y., announces a new white light conditioning bulb. A new



process treats the glass on the inside of the bulb to diffuse the central glare point caused by the concentrated filament, with the result that the direct raw light rays are broken up into millions of softer "counter diffusing" light rays that glow evenly over the entire bulb surface, without sacrifice of visible illumination. Ten sizes from 10 to 200 watts will be made in 115, 120, and 125 volts, with four sizes from 25 to 150 watts in 220, 230, 240, and 250 volts. Other Wabash bulbs announced include new types of photoflash bulbs, ultra-violet and infra-red heat lamps.

National Industries, Inc. (formerly The National Mineral Co.), Chicago, is now in production on the Natco 16 mm. Sound Motion Picture Projector. The Natco was especially designed to be a sound projector, with appropriate provisions to show silent films—both black and white and color. It comes in two leatherette covered cases, with a spring-balanced finger-tip tilting device, and is basically an improved version of the projector manufactured to meet rigid Navy specifications and sold to the Navy for its training pro-



gram. Literature is now available and will be sent on request. Write to National Industries, Inc., Natco Sales Division, 2638 N. Pulaski Road, Chicago 39, Ill., or National Industries, Inc., 745 5th Ave., New York 22, N. Y.

The new BESCO Tweezer Spot Welding Machine is a portable unit weighing approximately 25 pounds. To the cabinet—the size of a small radio—is connected a pair of insulated, forged copper tweezers and a foot switch. It plugs into 115V. 60 cycle power supply and may be easily adapted to 220V. Its applications are

unlimited for fabricating metal parts measuring .0005" to ⅛" round or thick. Heretofore the welding of tiny parts has been almost impossible because of the inherent difficulty in holding them in order to effect the weld. With the use of the tweezers the electrodes may be applied directly to the elements to be joined. Complete catalog information is available from the manufacturer, Tweezer-Weld Corp., 280 Plane St., Newark 2, N. J.

Bell & Howell's first postwar movie equipment includes the Filmo Diplomat, 16 mm. silent motion picture projector. Designed for the home movie maker, the Diplomat is constructed to show not only silent film, but sound film as well. Although the sound is not heard, many fine motion pictures formerly restricted to sound-on-film projectors may now be shown on this machine. Information may be obtained by writing the Bell & Howell Co., 7100 McCormick Rd., Chicago 45, Ill.

"Producto-Chek," a new gage kit designed for production checking, is manufactured by the Gage Division of the DoALL Company, Minneapolis, Minn. It consists of a number of instruments to be used in conjunction with gage blocks for quickly setting up practically any type of inspection gage. The Producto-Chek Gage Kit weighs 40 pounds and is housed in a streamlined hardwood box 10" x 20" x 4".

New Welding Society Award. To stimulate undergraduate interest in welding, funds have been donated by A. F. Davis of the Lincoln Electric Company, for the A. F. Davis Undergraduate Welding Award, which will consist of four cash prizes totaling $700 to be presented annually to authors and publications for the best and second best articles on welding published in undergraduate magazines or papers during the preceding year. Detailed information can be obtained from the Lincoln Electric Co., Cleveland, Ohio.

Electro-Voice, Inc., South Bend, Ind., announces a new cardioid unidirectional crystal microphone, with high output, dual frequency response selection, and other features. Designed for high quality pick-up and reproduction of voice and music—in public address, recording, remote broadcast,

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Regional Teacher-Training

(Continued from page 10)

spaces occur. Thus provision is made for the exercise of personal choices in every major area of the curriculum — technical, professional, science, social science, etc.

General electives (lower right-hand area of the curriculum chart) are available to the extent necessary for the completion of a teaching minor in one of the academic areas previously begun (science, mathematics, social science, physical education, or the English-speech-dramatics group). Stagecraft and lighting is listed as a requirement for all, at the senior year level.

The professional curriculum is much broader and more complete than either the minor or the major. A student presenting an industrial arts minor limits himself to a very minor degree of training and therefore to a comparable degree of teaching application in that field. It is not possible to allow an industrial arts minor much liberty in the choice of the few subjects he will pursue in the industrial arts field. Each minor must first of all determine whether his shop emphasis will be in woodworking and drawing or metalworking and drawing. Drawing is a necessary service course to each. It is not possible within 24 credits to encompass the whole range of industrial arts subject matter.

A graduate who has presented an industrial arts minor has three possible outlets for that training. He may be a principal who wishes to know something of industrial arts from the point of view of unspecialized supervision, including a knowledge of objectives, terminology, and minor techniques; he may intend to teach in rural schools in which industrial arts is conducted largely on a "club" or activity basis as an incidental part of a program that is largely academic; or he may use his limited skills for avocational ends only. In any event, these teachers invariably complete one or more majors in academic work and at least one other minor—usually in the social sciences.

Students pursuing the industrial arts major normally intend to apply their training in the larger towns and small cities. These people very often move on to still larger schools. In such cases, graduates who have completed the industrial arts major usually supplement the technical and professional courses of that program through summer study until their total compass of industrial arts work is about that of the professional curriculum graduate.

The major program allows a little latitude in the selection of subjects beyond the minimum essentials. It permits the candidate to prepare himself reasonably well for conducting a small "general shop" program suited to the educational goal of towns and small cities. A fairly high percentage of the graduates of the major program exceed the minimum requirements of that program and more than 50 per cent of them eventually return for additional work during several summers following their graduation. A considerable number of them complete Masters Degree programs.

Certification Requirements

In the three Pacific Coast states, certification requirements for secondary schools are now based upon graduate work varying in amount from 30 to 45 term hours beyond the Bachelor's Degree. Washington and Oregon both require 45 credits and California requires 30 credits of graduate work for a general secondary credential.

The 45 credit requirement is essentially equivalent to a Master's Degree program—with the exception that the certificate requirements make no mention of the degree as such, nor of specific graduate sequences, thesis, etc., commonly held as requirements for a graduate degree.

Other schools or curricular patterns undoubtedly present different applications. Oregon's is based upon a thorough freshman year foundation of basic industrial processes, followed by an opportunity to choose between two or more of those basic avenues for a degree of specialization in the following three years.

To conduct a program with a strong core of technical subject matter and an ample opportunity that this core may be expanded through numerous electives, requires a physical plant and teaching staff larger than many of the state teachers colleges can provide. It is for that reason that few of the state teachers colleges or normal schools west of the Rocky Mountains have adopted programs in industrial arts education, and see the logic of regional service among a few schools rather than the unfettered duplication of small efforts among many schools.

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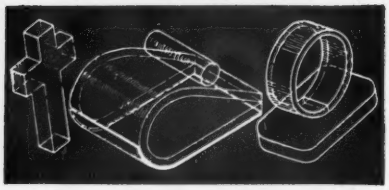

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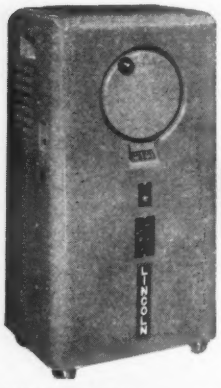

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The AVA Convention

(Continued from page 27)

Veterans Administration Cooperates With Schools

"The Veterans Administration is not an educational institution. It is not operating schools of its own nor does it intend to. The sole responsibility for having adequate training facilities and courses of education or training is assigned to the state educational systems. No department, agency, or officer of the United States, in carrying out the provisions of the Servicemen's Readjustment Act insofar as education or training is concerned, shall exercise any supervision or control whatsoever over any state educational agency or state apprenticeship agency or any educational or training institution. . . . That the veteran and industrial establishment must be made to understand that the words 'job' and 'training' are not synonymous and that the Veterans Administration may pay subsistence allowance to a veteran only while he is pursuing a course of training."

—H. V. Stirling, Assistant Administrator for Vocational Rehabilitation and Education.

Boom in Apprenticeship Expected in Chicago

"Some of the Union organizations now have made arrangements at Washburne Trade School for former apprentices who have been in the Armed Services to attend evening school. These veterans are given credit for their military experiences, and their apprentice time is cut accordingly. These men attend evening school two nights per week, three hours per night. This is a favorable arrangement because it permits a large number of newly indentured apprentices to attend in the daytime. Within the next few years, we fully expect the biggest boom of apprentice training in our history, and space is going to be at premium. The Chicago Board of Education, anticipating this boom, has purchased a square block of land opposite the Washburne Trade School. On this site will be erected a modern eight-story building, connected to the present structure by a tunnel under the street. Large elevators will carry students from shops up to classrooms for related instruction. Shops will be large and furnished with the latest modern equipment—a virtual university for craftsmen. . . . In the past, Labor organizations and employer groups have been extremely generous in voluntarily equipping our shops with the finest and latest of equipment in order that the apprentices may be familiar with the newest trends and developments. Our pipe fitters' laboratory is probably the finest of its kind in the country and is one that many a large university might well be proud of. It is this kind of cooperation which has assured the success of our apprentice program."

—John J. Duggan, Coordinator of Apprentices, Chicago.

Women Veterans Seek New Employment Fields

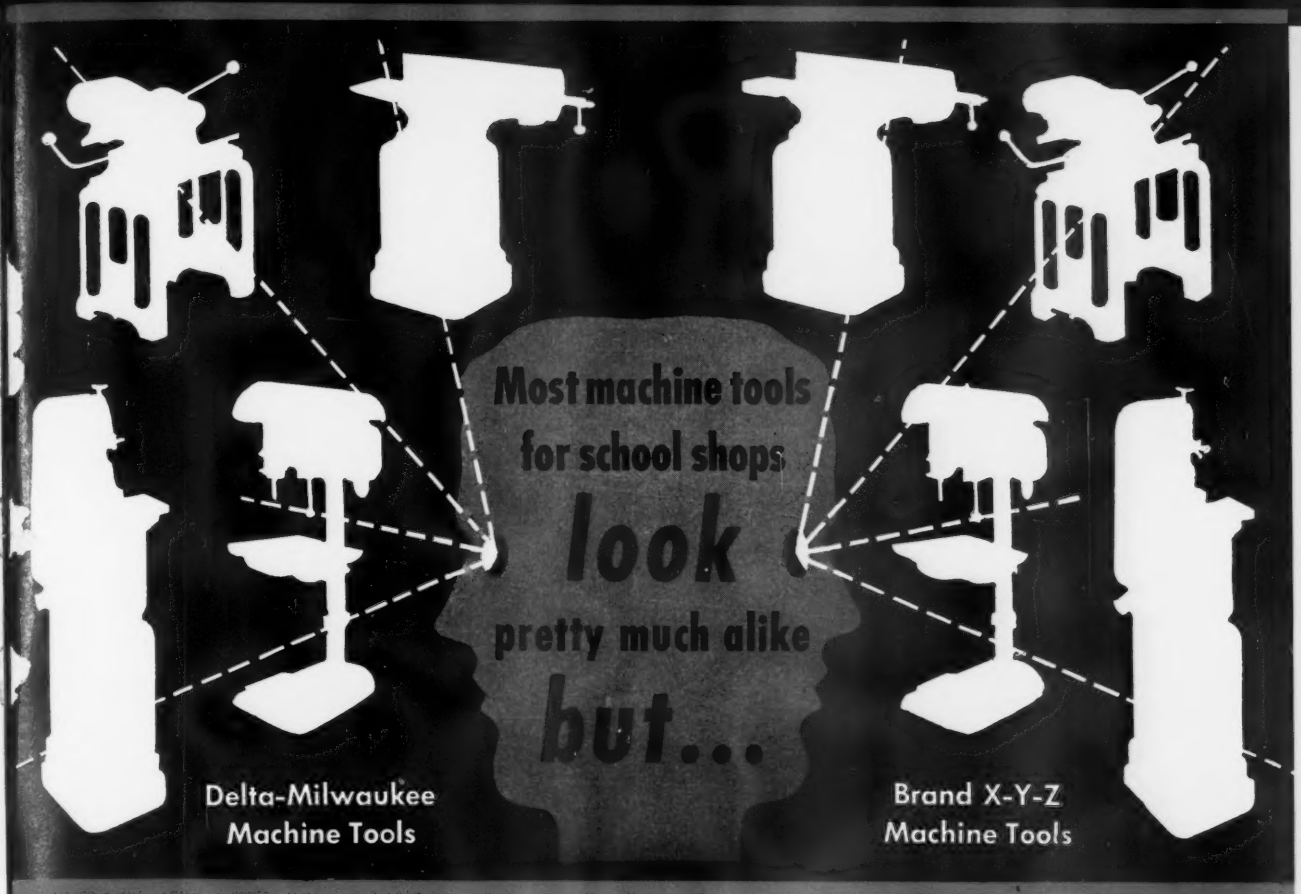
Many women have found in the Army and Navy service a new stimulation, a sense of freedom and of satisfaction in doing a job for which they are better adapted than their prewar occupations. . . . A random selection of a few of these Army and Navy posts which women have held include X-ray technician, public relations man, motion picture projectionist, photographer, draftsman, radio operator, radio repairman, weather observer, mechanic, sheet metal worker, welder, armament inspector, machine gun mechanic, chauffeur, truck driver, machinist's mate, aviation metalsmith, electrician's mate, telegrapher, printer, and control tower operator. Educators will render a service to women veterans if they will encourage them to train for unconventional jobs for which they have ability and aptitude. . . . Just as women in uniform sought to perform their military jobs in a military manner, as efficiently and inconspicuously as possible, so as civilians they wish to be able to perform occupations of their choice, whether in novel or traditional fields and then to compete for employment solely on the basis of ability.

—Lt. Col. Mary-Agnes Brown, WAC

Area Vocational Schools Provide Complete Program

"The schools of our country must go to work on the personality and character of their students as well as the subjects to be taught. There must be as much or more inspiration as there is information, and those who teach must be compelling examples. . . . The greatest resource this country has is its human resources. Area schools should include . . . preparation for a wide range of occupations."

—Mark A. Smith, Superintendent, Macon and Bibb County Schools, Georgia.



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Mathematics Delivered

(Continued from page 15)

glossary of the terms commonly used and encountered in the machine and allied trades has been provided. This glossary, provided as a separate booklet, also can be used as a trade term dictionary. The glossary is presented to each student at the time he receives his first lesson.

The Course Content

Content includes all the mathematical processes which occur between the simple manipulation of integers through to right triangle trigonometry; fractions, decimals, percentage, denominate numbers, ratio and proportion, graphs and charts, mensuration, and the computations for capacity. At the present time only two or three intermediate units are needed to complete this first group of home study material. When completed, the entire group will comprise approximately 30 individual units of instructional material and the glossary. Most of the material written and in printed form at present has been supplied by members of the Mathematics Curriculum Materials Committee, tried out by these instructors within their classes a sufficient number of times to establish the validity of the unit of instruction, and subsequently returned to the writer for final editing.

The Placement Question

Prior to the acceptance of an applicant as a student in any one of the selected units of instruction a placement test or preliminary examination is given to show whether he or she is capable of profiting from the instructional program, and particularly the unit of work for which application is made. To this end a mathematical diagnosis or short test is included as part of the instructional procedure. Upon completion of the placement test, the entire unit is mailed to the central point from which the instructional program operates. Since each of the Connecticut Vocational - Technical Schools are regional in nature, they provide an excellent means through which the home study material spreads to rural areas, to industrial employees, to veterans, and others unable to attend the schools at times when they are in session.

Upon receipt of the placement test, a trained teacher carefully examines the material submitted as evidence of the student's ability, and prescribes the definite starting point and particular unit in the course at which it would be most advantageous for the student to begin work. A letter explaining this decision, together with the first unit of study and glossary are mailed to the applicant from the regional school. The student is asked to stop at the school for consultation with the instructor charged with carrying on the home study projects.

Upon receipt of the prescribed instructional unit, the student studies the presentation, tries out his newly acquired skill on the practice problems, checks his answers with those given with the problems, then works the problems on the test pages. Upon completion of the test problems, these sheets are then detached from the unit of instruction, and mailed in a self-addressed envelope to the school center. Space is provided for comments by the instructor and the student, in order to give all possible opportunity for both to discuss the instructional matter, changes in processes, or corrections to be instituted in subsequent lessons.

Service to Rehabilitation Division

The completed lesson is checked at the school and wherever corrections are necessary they are included and the lesson returned to the student. This exchange process continues until the lesson is completed satisfactorily, following which the next unit of instruction is assigned to the student.

The Division of Rehabilitation, within the Connecticut State Department of Education, has carried the home study work into five of the state tubercular institutions which it services. More than 50 students of the "arrested" case variety are enrolled in the home study mathematics course, and the vocational-technical schools nearest to the sanitoriums provide itinerant instructors who meet with the students at an hour convenient to both. All these students approved for the home study work are selected after a number of tests are given to determine their aptitudes, abilities, and intention to follow the machine trades upon discharge from the institution.

Program Growing

In its present experimental stage the Home Study Course in Mathematics for the Machine Trades has proved to be of real merit and may ultimately be the vehicle by which many phases of adult education and extension work will be carried into

(Continued on page 41)

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RESEARCH Can Vitalize Instruction

By C. R. Wiseman,
State A. and M. College
Brookings, South Dakota

AGRICULTURAL experimentation is "a major" in teaching vocational agriculture. How research findings are carried out, how to locate and use the results when farm problems arise (as they continually do) are lessons which must be learned. Students must come to see that experiments or findings often hold the key to a problem. If the instructor gets them to do this, then his teaching is vital and successful. Farm experience for farm boys is valuable as background for solving their farm problems, but it is acquaintance with and utilization of research results which enable them to solve their problems best.

Just as utilization of research is the key for the solution of the boys' farm problems, so it is necessary that the teacher of agriculture, in organizing, managing, instructing, and evaluating vocational agriculture, use research findings in his own field. His experiences as a teacher are of course valuable, but by itself experience gets him into a rut. Practices and plans of action must be challenged. Only as he uses available trustworthy researches applicable to his problems in teaching may he claim to be alive and up-to-date. Then only is his teaching vital.

Both Agriculture Students and Teachers Should Make Use of Available Findings

There are teachers who claim that the research findings do not apply to their case. If the research and its findings do not fit the situation perfectly, they will not use it. Surely caution is a virtue, and sloppy research and unreliable findings should be rejected. But don't look for perfection. Mainly, research gives factual basis for guiding principles and criteria which teachers can use and apply. Thus through application by the students in the class and by the teacher to his own problems teaching can be vitalized.

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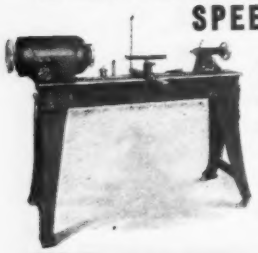

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The Neighborhood Has GROWN

By H. W. Deems
Assistant Supervisor of Agricultural Education, Nebraska

THE charity and neighborliness for which rural people are noted extends today beyond the confines of the neighborhood. Fifty-five Nebraska FFA lads canned over 1,500 quarts of vegetables and fruit at the Lincoln Community Cannery for needy European families.

Rows of baskets filled with tomatoes, beets, pumpkins, corn, squash, carrots, and peaches colored the walls of the cannery by early morning. The Pioneer Chapter from Beatrice, under the direction of the president, Franklin Spilker, picked, graded, and delivered to the cannery 145 bushels of tomatoes, 10 bushels of corn, 6 bushels of carrots, 4 bushels of beets, and dozens of pumpkins and squash. Because the capacity of the cannery was limited, part of this load was given to the Home for Dependent Children.

After demonstrations of proper procedures to follow, the boys began work. They exchanged project stories, talked about future plans, and the families who would eat the products being canned. At 4:30 p.m. they left in the cannery storeroom 856 quarts of tomatoes, 203 quarts of carrots, 186 quarts of beets, 143 cans of corn, dozens of cans of green beans, sweet potatoes, pumpkin, squash, and peaches. They took with them new friendship, different ideas, and the satisfied feeling of doing well a worthwhile job.

One day's canning by FFA in Nebraska—over 1,500 quarts of food for the needy.

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AVA Resolutions

Editor's Note: Space limitations in the March issue of *AVJ* made it necessary to continue the Resolutions in this issue. The following completes the Resolutions passed by the House of Delegates at Buffalo, February 8, 1946.

The American Vocational Association wishes to express its deep appreciation for the hearty cooperation given by veterans' organizations and agencies, by lay groups which have a common interest in vocational education, by interested school officials, and by such agencies of government as have cooperated with the vocational educators of the nation. Many of these cooperating interests have not only supported appropriations for vocational education, but have cooperated actively in the conduct of our program.

We are especially grateful to the vocational education staff of the United States Office of Education for their valued contributions to the many programs of this convention.

We take pleasure in thanking the local convention committee in Buffalo, and the State committee in New York, the convention bureau and the headquarters hotel on the excellent accommodations and entertainment provided for this convention. To entertain the convention at this difficult time is a distinct contribution to the cause of vocational education.

The opportunities in vocational education are many. As one school administrator has remarked, "There are such varied opportunities for progress in vocational education in the twenty-five years which are ahead of us that we may wonder how the earlier workers in vocational education made use of their time."

Mathematics Delivered

(Continued from page 39)

the homes of the citizens of Connecticut. In addition to the present course in home study mathematics, another is in preparation on Blueprint Reading for the Machine Trades. Several units of this course have been prepared, tried out, and subsequently printed. Within a short time it is expected that an entire series of units covering the various phases of blueprint reading will be available for statewide distribution.

Development of such subjects as elementary physics, printer's English, general science, mathematics for the various trades, and industrial organizations, is not improbable. Since this new venture in the home study area by a state agency has experienced better than average success, further expansion into other related fields seems established.

Products and Services Guide

Detailed facts about many new teaching aids and school supplies announced by advertisers can be obtained by encircling the numbers of material described in this index. Clip the coupon and mail to AMERICAN VOCATIONAL JOURNAL, 220 East 42nd Street, New York 17, N. Y. Your request will receive prompt attention.

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Anna K. Banks

DURING the long, hard years just ended of bitter struggle for our very existence, our hopes and dreams were of the return to a peaceful way of life—the American way. The thoughts of the soldier on war-torn battlefields often turned to home, and those who were putting forth their efforts in helping to win the war through work in war industries and in the production of food dreamed of the day when they might again live in peace and security in their own homes.

This return to peacetime pursuits and to satisfying home and family life is proving to be a process beset by many obstacles and hindrances. The reconversion of industry has not proceeded as rapidly as had been anticipated because of the seeming inability of management and labor to direct their efforts toward the production of commodities for civilian use. Because of the retarded production of furnaces, stoves, bathtubs, refrigerators, and building materials, many families are forced to live in inadequate, poorly furnished, poorly equipped dwellings.

Thousands of families today are living in trailers, dormitories, war housing units, and other makeshift homes. By next year these numbers will be increased by some 3,500,000 newly married couples; all will be searching for some place in which to establish homes of their own. America urgently needs about 5,000,000 new homes at prices that families can afford to own or to live in.

The Federal government, through legislation, is attempting to provide subsidies to increase production of building materials, and to devise measures that will hold down inflation in the cost of housing without throttling building. Such legislation deserves the support of all concerned with the welfare of families. Those in vocational education especially should be aware of this responsibility, realizing that efficiency in agriculture and industry and the development of personality and family relations are conditioned by the kind of housing provided.

Inadequate housing is not a new condition. Housing shortages existed long before the war. Before 1940, one-third of America's families were ill-clothed, ill-fed, and ill-housed. Thousands of families have had to live under conditions that will leave lasting scars on the individual, the family, and community life. Lack of privacy, inefficient housekeeping practices which poor housing conditions impose, and the difficulty in carrying on social activities in the home have left many with little or no zest for home and community living.

The great depression of the '30s stopped the much needed building and repair of millions of homes. The housing census of 1940 showed that there were just about 37,000,000 dwelling units in the United States. Nearly 7,000,000 of these needed major repairs; 17,000,000, nearly half, had no private bath; 8,000,000, no gas nor electricity; and as to other comforts, 11,000,000 had no refrigerators, and nearly 4,500,000 no central heating system or stoves.

Building materials, home furnishings and equipment will be limited for at least two years, and some estimates indicate that construction by private and public enterprise together must average at least 1,500,000 homes a year for the next 10 to 20 years if the families of America are to have adequate housing.

The need for homes cannot be met through new building alone. Our building capacity for 1946 has been placed at only 475,000 homes and there are some who say even these figures are optimistic! What can be done to help those whose housing needs cannot be met through new building? Certainly they can be helped through the use of vacancies as they occur in existing building, by moving temporary war housing to congested areas, by breaking up large units into small apartments and by rehabilitating undesirable homes.

Why shouldn't vocational education direct its aims and activities toward the improvement of housing, just as efforts and energies were directed toward training for production and conservation of food and the production of the materials of war? A concerted home improvement program in vocational classes, exchange and joint class activities and projects in vocational agriculture, home economics, and trade and industrial education can do much to improve present conditions by helping families to provide for themselves more comfortable, convenient, and attractive places in which to live.

Anna K. Banks

Vice President, Home Economics

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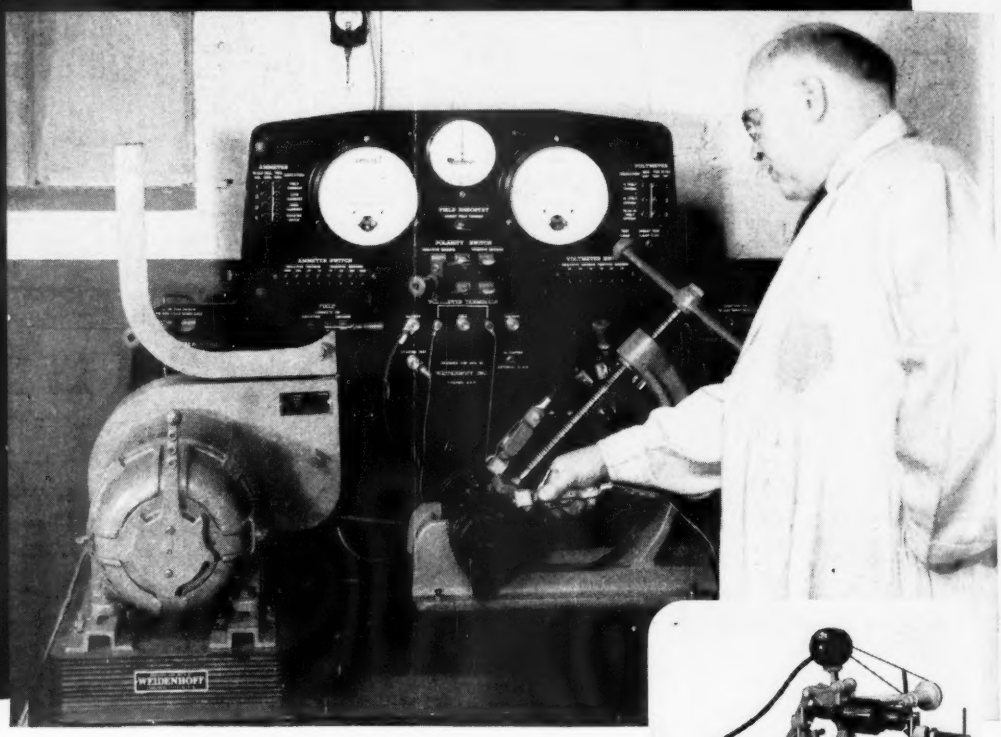

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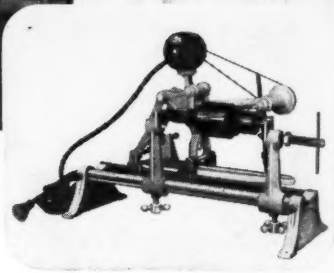

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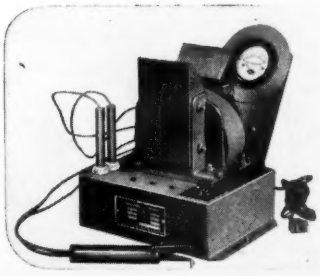

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